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ABSTRACT

This report examines the contrasting views of parents and students about what goes on in and around the school building. Two focus groups and eight in-depth interviews were conducted with children in the New York City area in addition to interviews with a nationally representative sample of 1,000 parents of children in public schools and classroom interviews with children in grades 3 through 12. Parents and students are generally satisfied with their schools, and most believe that the school provides a safe and secure environment and a quality education. A majority of students have never been victims of violence. However, there is a sizable proportion of parents who say that their children have at some time been victims of violence, and there is a nearly equal proportion of students who say they have had such experiences. Parents are more likely than students to believe that students receive personal attention from teachers and that they have caring relationships with teachers and peers. Students who have been victims of violence are more reserved with teachers and with other adults and are less likely to talk about their problems. Those who have been victims are more likely to approach personal relationships with assumptions that increase their vulnerability, and they are more likely to distrust and be disrespectful of their peers. Appendix A describes the methodology, and Appendix B contains the survey. Study findings are presented in 165 tables. (SLD)

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ED 378 261

The Metropolitan Life Survey of

THE AMERICAN TEACHER 1994

Violence In America's Public Schools: The Family Perspective

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The Metropolitan Life Survey of

THE AMERICAN TEACHER 1994

Violence In America's Public Schools: The Family Perspective

Conducted for
Metropolitan Life Insurance Company
by
Louis Harris and Associates, Inc.

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FOREWORD FROM METLIFE

Last year MetLife published a major report about violence in America's public schools to provide insight into what teachers, students and law enforcement officers recognize as an escalating problem in schools across the country. Interest in the report on the part of educators, policymakers and the general public persuaded us to explore the issue further. We decided to ask students and parents what they understand to be the factors influencing violence in our nation's schools.

Violence in America's Public Schools: The Family Perspective examines the contrasting views of parents and students about what goes on in and around the school building. An important finding touches on the role the media might play in reinforcing school violence. Seventy-one percent of parents believe the media contribute to violence while only 51 percent of students agree.

The survey provides interesting information about the differences in parents' and students' opinions and experiences. Clearly, students, parents and teachers can learn from one another how best to curb disorder in schools and communities. But to engage in this learning, they must first improve their communications.

We understand their fears relating to school violence, and we hope this survey helps find ways to develop solutions. Once again, Louis Harris and Associates has produced a study that supports the national movement to improve America's public schools.

TABLE OF CONTENTS

INTRODUCTION 1
Qualitative Research 1
Survey Method 1
Notes on Reading Tables 2
Public Release of Survey Findings 2
Project Responsibility 2

EXECUTIVE SUMMARY 3
Major Findings 4
School Environment 4
Worries and Experiences 5
Impact of Personal Experience 6
Relations Between Students and Teachers 7
School Violence and the Surrounding Environment 9

CHAPTER 1: EVALUATION OF SCHOOL 11
Overall Quality of Education 11
School Environment 15
Following the Rules 16
The School Staff 23
Relations Among Parents, Teachers and Students 23

CHAPTER 2: WORRIES AND EXPERIENCES 31
Worries About Violence Going To and From School 31
Worries About Violence in School 31
Most Serious Worries 32
Level of Violence in School 40
Personal Experiences 42
Attention Following a Violent Incident 53
Students Who Have Been Victims of Violence 56
Taking Steps to Avoid Violence 58
The Impact of Personal Experiences 61
The Impact on High Risk Students as Compared With Others 61

CHAPTER 3: PARENTS RELATIONS WITH THEIR CHILDREN AND SCHOOL 67
Parental Responsibilities 67
Relations Between Children and Their Parents 75
Concern About Parental Love 76
Parental Involvement in School Activities 81
Parent Relations With Teachers 89

(continued)

TABLE OF CONTENTS (continued)

CHAPTER 4: RELATIONS BETWEEN STUDENTS AND TEACHERS 93
Responsibility for Relations Between Students and Teachers 93
Responsibility for Poor Relations 93
Personal Attention From Teachers 93
Communications Between Students and Teachers 101
Reasons For Not Talking to Teachers 107
Reporting Weapons and Violent Incidents 110
Reasons for Not Reporting Incidents to Teachers 115

CHAPTER 5: ATTITUDES TOWARD CONFLICT AND VIOLENCE PREVENTION 123
Definitions of Violence 123
Responsibility for Reducing Violence 123
Effective Representatives for Anti-Violence Messages 134
Students' Attitudes Toward Personal Relationships and Communications 137

CHAPTER 6: SCHOOL VIOLENCE AND THE SURROUNDING ENVIRONMENT 145
Issues Related to Violence in School 145
Parents 145
Students 146
Assessment of School Management and the Impact on Violence 153

CHAPTER 7: EFFICACY OF PROGRAMS TO STOP OR REDUCE VIOLENCE 159
Punitive and Disciplinary Efforts 159
Educational Efforts 174

APPENDIX A: METHODOLOGY 190
PART I 190
The Parents Sample 190
Telephone Interviewing Procedures 190
Sample Disposition and Completion Rates for Parents 191
PART II 191
The Students Sample 191
Selection of the Schools and Students 191
Interviewing Procedures for Students 191
Sample Disposition and Weighting for Students 192
Processing the Data 192

APPENDIX B: THE QUESTIONNAIRES 198

INDEX OF TABLES

CHAPTER 1: EVALUATION OF SCHOOL

1-1 *Overall Quality of Education* 12
1-2 *Overall Quality of Education* 13
1-3 *Overall Quality of Education* 14
1-4 *Providing a Safe Environment In School* 17
1-5 *Providing a Safe Environment Around School* 18
1-6 *Physical Facilities* 18
1-7 *School Environment* 19
1-8 *Vandalism in School* 20
1-9 *Vandalism in School* 20
1-10 *Level of Discipline in School* 21
1-11 *Quality of Education and Respect for School's Rules* 21
1-12 *Homework Assignments* 22
1-13 *Students Completing Assigned Homework* 22
1-14 *Teachers Caring for Students* 24
1-15 *Counselors Caring for Students* 25
1-16 *The Local School Board* 26
1-17 *Relations Between Teachers and Students* 27
1-18 *Relations Between Parents and Teachers* 28
1-19 *Relations Between Parents and Teachers* 29

CHAPTER 2: WORRIES AND EXPERIENCES

2-1 *Parent Worries About Safety Going To and From School* 33
2-2 *Student Worries About Safety Going To and From School* 34
2-3 *Parent Worries About Safety In School* 34
2-4 *Student Worries About Safety In School* 35
2-5 *Worries When Children Have Been Victims* 36
2-6 *Vandalism Contributing To Concern About Safety* 37
2-7 *Most Serious Worries About Safety In or Around School* 38
2-8 *Most Serious Worries About Safety In or Around School* 39
2-9 *Change in the Level of Violence In School* 41
2-10 *Change in the Level of Violence In School* 41
2-11 *Angry Scenes or Confrontations* 44
2-12 *Physical Fights* 44
2-13 *Threats with a Knife* 45
2-14 *Threats with a Gun* 45

(continued)

2-15 *Angry Scenes or Confrontations* 46
2-16 *Physical Fights* 46
2-17 *Threats with a Gun* 47
2-18 *Angry Scenes or Confrontations* 48
2-19 *Physical Fights* 49
2-20 *Threats with a Gun* 49
2-21 *Victim of a Violent Incident In or Around School* 50
2-22 *Type of Violent Incident* 51
2-23 *Type of Violent Incident* 52
2-24 *Required Medical Attention Because of an Incident* 54
2-25 *Required Counseling or Therapy* 54
2-26 *Unable to Get Counseling When it was Needed* 55
2-27 *Unable to Get Counseling When it was Needed* 55
2-28 *Profile of Students Who Have Been Victims of Violence In or Around School* 57
2-29 *Students Taking Deliberate Steps to Avoid Violence* 58
2-30 *Types of Steps Students Take to Avoid Violence* 59
2-31 *Other Steps Taken to Avoid Violence* 60
2-32 *Students Reaction to Threat of Violence or Violent Incidents* 62
2-33 *Decline in Academic Performance* 63
2-34 *Less respectful to Other Students* 63
2-35 *Lack of Trust of Other Students* 64
2-36 *Lack of Trust of Other Students* 64
2-37 *Hesitancy to Discuss Violent Incidents* 65

CHAPTER 3: PARENTS RELATIONS WITH THEIR CHILDREN AND SCHOOL

3-1 *Parental Responsibilities* 68
3-2 *Taking an Interest in Children's Education* 68
3-3 *Leaving Children Alone After School* 69
3-4 *Motivating Children to Learn in School* 69
3-5 *Disciplining Children* 70
3-6 *Leaving Children Alone After School* 71
3-7 *Taking an Interest in Children's Education* 72
3-8 *Motivating Children to Learn in School* 73
3-9 *Disciplining Children* 74

(continued)

INDEX OF TABLES (continued)

3-10 *Students Talking to Parents* 76
3-11 *Reasons for Not Talking to Parents* 77
3-12 *Reasons for Not Talking to Parents* 78
3-13 *Parental Love* 79
3-14 *Parental Love* 79
3-15 *Parental Love* 80
3-16 *Parental Involvement in School Life* 83
3-17 *Parents Meeting with School Staff* 84
3-18 *Parents Meeting with School Staff* 85
3-19 *Parents Meeting with School Staff* 86
3-20 *Support Shown by Parents* 87
3-21 *Parental Involvement with School Work* 88
3-22 *Parental Involvement with School Work* 88
3-23 *Showing Respect for Teachers* 90
3-24 *Showing Respect for Teachers* 91
3-25 *Parents' Reluctance to Approach Teachers* 91
3-26 *Parents' Reluctance to Approach Teachers* 92

CHAPTER 4: RELATIONS BETWEEN STUDENTS AND TEACHERS

4-1 *Relations Between Students and Teachers* 95
4-2 *Responsibility for Poor Relations* 96
4-3 *Level of Personal Attention* 97
4-4 *Level of Personal Attention* 98
4-5 *Teachers Controlling Classrooms* 98
4-6 *Teachers Treating Students Like Numbers* 99
4-7 *Teachers Treating Students Like Numbers* 99
4-8 *Teachers Treating Students Like Numbers* 100
4-9 *Issues Discussed with Teachers Outside Class* 102
4-10 *Students Talking to Teachers* 103
4-11 *Personal Problems* 103
4-12 *Personal Problems* 104
4-13 *Problems with Other Students* 104
4-14 *Problems with Other Students* 105
4-15 *Fights Witnessed* 105
4-16 *Fights Witnessed* 106
4-17 *Reasons for Not Talking to Teachers* 108

(continued)

INDEX OF TABLES (continued)

4-18 *Reasons for Not Talking to Teachers* 109
4-19 *Reporting a Student with a Knife or Gun* 111
4-20 *Reporting a Student with a Knife or Gun* 111
4-21 *Reporting a Threat Made with a Knife or Gun* 112
4-22 *Reporting a Threat Made with a Knife or Gun* 113
4-23 *Reporting a Threat Made with a Knife or Gun* 113
4-24 *Reporting Physically Violent Incidents* 114
4-25 *Reporting Physically Violent Incidents* 114
4-26 *Reasons for Not Telling a Teacher About a Weapon* 116
4-27 *Reasons for Not Telling a Teacher About a Threat* 117
4-28 *Reasons for Not Telling a Teacher About Physical Violence* 118
4-29 *Reasons for Not Telling a Teacher About a Weapon* 119
4-30 *Reasons for Not Telling a Teacher About a Threat* 120
4-31 *Reasons for Not Telling a Teacher About Physical Violence* 121

CHAPTER 5: ATTITUDES TOWARD CONFLICT AND VIOLENCE PREVENTION

5-1 *Definition of Violence* 125
5-2 *Students' Definition of Violence* 126
5-3 *Stopping or Preventing Violence in the School* 127
5-4 *Students* 128
5-5 *Students* 128
5-6 *Teachers* 129
5-7 *Teachers* 129
5-8 *Parents* 130
5-9 *Parents* 130
5-10 *Administrators* 131
5-11 *Police* 131
5-12 *Police* 132
5-13 *Responsibility for Violence Prevention* 133
5-14 *Spokesperson for Anti-Violence Messages* 135
5-15 *Spokesperson for Anti-Violence Messages* 136
5-16 *Students' Personal Relations and feelings* 139
5-17 *Curbing Violence* 139
5-18 *Dealing with a Confrontation* 140
5-19 *Adults Caring About Children* 140

(continued)

INDEX OF TABLES (continued)

5-20 *Apologies as a Sign of Weakness* 141
5-21 *Curbing Violence* 141
5-22 *Dealing with a Confrontation* 142
5-23 *Adults Caring About Children* 142
5-24 *Apologies as a Sign of Weakness* 143
5-25 *Apologies as a Sign of Weakness* 143
5-26 *Adults Caring About Children* 144
5-27 *Dealing with a Confrontation* 144

CHAPTER 6: SCHOOL VIOLENCE AND THE SURROUNDING ENVIRONMENT

6-1 *Issues Related to Violence at School* 147
6-2 *Vandalism Takes Away Valuable Resources* 148
6-3 *Lack of Supervision at Home* 148
6-4 *Overcrowded Classrooms* 149
6-5 *Teachers Cannot Teach Effectively* 149
6-6 *Use of Drugs and Alcohol* 150
6-7 *Violence in the Neighborhood* 150
6-8 *Drugs and Alcohol In or Around School* 151
6-9 *Neighborhood Violence* 151
6-10 *Drugs and Alcohol In or Around School* 152
6-11 *Neighborhood Violence* 152
6-12 *Cleanliness and Upkeep* 154
6-13 *Ease of Entry into School Building* 154
6-14 *Breaking the School's Rules* 155
6-15 *Safety and Comfort of Public Areas* 155
6-16 *Cleanliness and Upkeep* 156
6-17 *Ease of Entry into School Building* 156
6-18 *Breaking the School's Rules* 157

CHAPTER 7: EFFICACY OF PROGRAMS TO STOP OR REDUCE VIOLENCE

7-1 *Steps Taken to Stop or Reduce Violence* 161
7-2 *A Disciplinary Code* 162
7-3 *A Disciplinary Code* 163
7-4 *A Disciplinary Code* 164
7-5 *A Dress Code* 165

(continued)

INDEX OF TABLES (continued)

7-6 *A Dress Code* 166
7-7 *Hallway Monitors* 167
7-8 *Hallway Monitors* 168
7-9 *Security Guards or Police* 169
7-10 *Hand-Held Metal Detectors* 170
7-11 *Walk Through Metal Detectors* 171
7-12 *Suspension or Expulsion of Violent Students* 172
7-13 *Class or School Meetings* 173
7-14 *Class or School Meetings* 176
7-15 *Visitors Talking About Crime and Violence* 177
7-16 *Visitors Talking About Crime and Violence* 178
7-17 *A Hotline or Confidential Number* 179
7-18 *Counseling for Students and Their Families* 180
7-19 *Counseling for Students and Their Families* 181
7-20 *Classes on Conflict Resolution* 182
7-21 *Classes on Conflict Resolution* 183
7-22 *Safety and Anti-Violence Programs* 184
7-23 *Safety and Anti-Violence Programs* 185
7-24 *Classes on Conflict Resolution* 186
7-25 *Safety and Anti-Violence Programs* 187

APPENDIX A: METHODOLOGY

A-1 *Disposition of the Parents Sample* 193
A-2 *Disposition of the Students Sample Principle Consents* 194
A-3 *Approximate Sampling Tolerances (at 95% Confidence) to use in Evaluating Percentage Results Appearing in this Report* 195
A-4 *Approximate Sampling Tolerances (at 95% Confidence) to use in Evaluating Differences Between Two Percentage Results Appearing in this Report* 196

INTRODUCTION

Violence in America's Public Schools: The Family Perspective is the latest in a series of surveys sponsored by MetLife that focus on education and the opinions and experiences of American teachers, students, and parents. It represents a sustained program of research designed to bring teacher, student, and parent opinions to the attention of the education community and the American public. This is the second volume in a series of reports on violence in America's public schools and the fifteenth survey in this unique series sponsored by MetLife.

This survey focuses on violence in the public schools from the perspective of public school students and their parents. We asked about:

- Communications among students, teachers, and parents;
- Worries and experiences with violence in the schools;
- How violence in school affects the daily lives of school children and their teachers;
- The influence of environmental issues on violence in the schools;
- Belief about who is responsible for helping to prevent or reduce school violence.

We have examined a wide array of factors that may contribute to violence in school, such as the level of parental involvement in school, the impact of vandalism and neighborhood violence, and students' attitudes toward conflict and personal relationships.

Qualitative Research

Beyond the telephone and classroom surveys, two focus groups and eight in-depth interviews were conducted with public school children in the New York City area. These interviews took place both before and after quantitative interviewing was conducted. These students' anecdotes and experiences informed and guided the development of the questionnaires. Students who participated in the later qualitative research also commented on the survey findings used for this report. Their experiences and commentary appear throughout this report as anecdotal evidence.

Survey Method

This survey is based on interviews with a nationally representative sample of 1,000 parents of children attending public school in the third to twelfth grades. This survey also includes interviews with public school students in grades three through twelve. All interviewing was done from April 22 to May 19, 1994. Parents and every school covering grades 3 through 12 had an equal chance of being drawn into the sample and are representative of parents and children nationwide. A detailed survey methodology is provided in Appendix A. Appendix B contains questionnaires with marginal frequencies for each response.

Notes on Reading Tables

An asterisk (*) on a table signifies a value of less than one-half percent (0.5%). A dash represents a value of zero. Percentages may not always add to 100% because of computer rounding, or multiple answers on particular tables. Question numbers on common tables refer to the public questionnaire.

Public Release of Survey Findings

All Louis Harris and Associates Inc. surveys are designed to adhere to the code of conduct of the Council of American Survey Research Organizations (CASRO) and the National Council of Public Polls (NCPP). Because data from this survey will be released to the public, any release must stipulate that the complete report is also available rather than simply an excerpt from the survey findings.

Project Responsibility

The directors of this project at Louis Harris and Associates Inc. were Robert Leitman, Executive Vice President and Katherine Binns, Vice President. Louis Harris and Associates gratefully acknowledges the contributions to this project of our colleagues at MetLife. We thank Michael G. Mruz, M.S.W., C.S.W. for his assistance as focus group moderator and consultant, and the public school students and administrators who made the focus groups and in-depth conversations a successful and important part of this survey. Responsibility for the survey questions, the findings and their interpretation rests solely with Louis Harris and Associates Inc.

EXECUTIVE SUMMARY

Public school students and parents are generally satisfied with their public schools. Most believe their school provides a safe and secure environment, as well as a quality education. A majority of students have never been victims of violence and have never been physically hurt while in or around school. However, there are sizable proportions of parents who say their children have at some time been victims of violence that took place in or around school, and nearly equal proportions of students say they have had such an experience during their school lives.

Children and young adults who have experienced violence are more likely to have had other negative experiences in their school life; they are more likely to have failed to achieve academically, to believe their school provides a lesser quality education, and to think their school has problems with vandalism. Students who have been victims of violence are more likely to say their parents have infrequent communications with school, such as individual meetings with teachers, parents' or group meetings, or visits to the school.

Students, in general, have differing views from their parents about their quality of life in public school. Parents are more likely to think that students receive personal attention from teachers, and that students have caring relationships with teachers and their peers. Students who have been victims of violence and those who are at greater risk of becoming victims, are more often critical of their schools and of relations with teachers and other students.

Sizable proportions of children and young adults are hesitant to discuss personal problems and conflicts with teachers or their parents. Students who have been victims of violence and those at greater risk are least likely to discuss such issues. When asked why they do not talk to their parents or teachers more often, many students express doubts about adults' ability to help, or interest in their problems.

Following a recurrent pattern, students who have been victims of violence and those at greater risk of becoming victims are more often critical of adults. For example, almost half (47%) of these students do not talk to their parents about problems or disagreements with other students because they think adults do not understand their problems; one-third (29%) say their parents cannot help, and nearly one in five (17%) say their parents are uninterested or too busy.

More disturbing are the differences in opinion and experience when asked about their school life. Students who have been victims of violence or have been physically hurt while in or around school universally believe that teachers sometimes treat them like numbers. Students who have *never* been victims of violence express clearly different views; none believe that teachers sometimes treat them like numbers.

Students who have been victims of violent incidents are more likely to approach personal relationships with underlying assumptions that increase their vulnerability to confrontations or violence. These students are more likely to distrust and be disrespectful of their peers.

MAJOR FINDINGS

School Environment

1. *Parents of public school students and students themselves are generally positive about their schools. Most public school students (78%) and their parents (76%) believe their schools provide an excellent or good education.*

   - One-fourth of parents (23%) and one-fifth of students (19%) do not positively assess their school. Older students are also more critical of the quality of education their school provides; 26% of students in grades ten to twelve rate their school as only fair or poor, as compared with 11% of elementary school students (in grades three through six).

   - Those with lower grades, mostly C's, D's and F's, are more critical; two in five assess their school negatively as compared with one in ten students with the highest grades.

2. *A majority of parents and students believe their school provides a safe and secure environment in the school building. However, students are more critical than parents; more than one-third of junior high (36%) and high school students (34%), believe their school does an only fair or poor job of providing a safe environment in the school building.*

   - Two in five students believe their school does an only fair or poor job of providing safe and secure school grounds. High school students are more likely to assess their school negatively (52%), while only one in three elementary school students rates his or her school negatively.

   - A plurality (58%) of third to twelfth grade public school students believe their school has, to some measure, a problem with vandalism such as graffiti or broken doors and windows. Only one in three students (36%) says this is not a problem.

   - Students whose school provides an only fair or poor education are more likely to think vandalism is a major or minor problem in their school; only one in four of these students (24%) believes vandalism is not a problem.

   - Nearly half of these parents rate their school as fair or poor on the ability to provide a safe and secure environment in the school building (47%). An equal proportion of parents negatively evaluate their school's physical facilities (47%).

3. *A majority (82%) of parents believe that all students complete their assignments when teachers give them homework. In sharp contrast, only 4% of students say that all their peers complete their homework assignments.*

   - Students and parents who rate the quality of education their school provides as only fair or poor are *less* likely to believe their school considers infractions of the rules as serious problems. One in five (19%) of these parents believes the staff in his or her child's school does *not* act as if breaking the rules is a serious problem. Only one-third of these students (32%) think the staff in their school act as if breaking the rules is a very serious problem, and one-fourth (23%) say they act as if it is not a very serious problem.

4. *Students generally believe that teachers and students get along (78%), very few (3%) think they do not get along well at all. Some students, however, are less optimistic.*

   - Students are more likely than parents to think that students and teachers do not get along; 16% compared with 6%; disagreement is greatest between younger students and their parents.
   - Among students who have *not* been victims of violence, 12% say that when students and teachers do not get along it is mainly the students' responsibility, and 73% think it is a joint responsibility. Fewer of those who have been victims of violence think that poor relations are wholly (8%), or partly (68%) a student responsibility.
   - Parents are more optimistic than students about their own relations with teachers. A plurality of parents (67%) positively assess relations between teachers and parents. Students, on the other hand, are more likely to negatively evaluate parent-teacher relations (57%).

Worries and Experiences

1. *Many parents worry to some extent about their child's safety while in school or going to and from school. Students do not worry to the same extent about their own safety and they often underestimate the extent to which parents worry.*

   - Two in five parents of high school students are worried (very or somewhat) about safety, while only 27% of high school students believe their parents worry to that extent.
   - Most students do *not* worry about their own safety going to and from school. However, one in ten students is very worried.

2. *As with concerns about safety between school and home, students do not think their parents worry about safety in school as much as parents themselves say they do. One in four students thinks his or her parents worry, while two in five parents say they worry very much or somewhat about their child's safety in school.*

   - A plurality (65%) of parents believe that vandalism in or around school contributes to their concerns about safety. Students are less worried by such issues; one-third say vandalism makes them worry about their own safety.

3. *Students and parents alike, who worry about safety in or around school, most often cite weapons as their most serious concern (18% and 16% respectively). This concern is greatest among high school students (20%) and their parents (26%).*

- Students with the highest grades (mostly A's and B's) are less likely to cite weapons as their greatest concern (13%), and they more often worry about fights (15%) and about getting beat up (10%).
- Students who have been victims of a violent incident in or around school, as compared with those who have not had such experiences, are more frequently concerned about weapons (19%), and fights (17%).

4. *In the past month, a sizable proportion of public school students have had personal experiences with angry scenes or confrontations (44%), and physical fights (24%). Students who do not achieve in school (getting mostly C's, D's and F's), and those who have been victims of violent incidents at some time in their school life, are more frequently involved in all types of confrontational behavior.*

    - Most students have not experienced more serious incidents such as threats with a knife (81% have had no experiences), or a gun (82% have had no experiences).
    - One in ten (12%) students with generally poor grades and of those who have been victims in the past (11%), have been threatened with a knife at least once in the past month. By contrast, only 4% of students with the highest grades (mostly A's and B's) say they have experienced such threats during the past thirty days.
    - Students who cite vandalism as a problem in their school have experienced more angry scenes and confrontations (four or five on average), and physical fights (an average of three) in the past month. Those who do not believe vandalism is a problem in their school have experienced fewer of these incidents, and are more likely to have had *no* such experiences.

Impact of Personal Experiences

1. *Parents and students believe that because of violent incidents, students are likely to distrust one another. Two in five (41%) seventh to twelfth grade students say that because of violence or threat of violence they do not trust other students. More than half of parents (54%) whose child has been the victim of violence say their child does not trust other students.*

    - More than half (53%) of all students who have been victims of violence say that because of their experiences and the threat of violence they do not trust other students.
    - One-third (34%) of students who have been victims of violent incidents say that because of their experiences they are less respectful of other students, as compared with 15% of students who have never been victims of violence.

2. *When asked why they do not talk about their problems in school or disagreements with other students, those who have been victims of violence are more likely to believe their parents cannot help (29%), that adults do not under-*

stand their problems (47%), that they will get in trouble (22%), and that their parents are not interested or are too busy to help them (17%).

- When asked, students who have been victims of violence and those at greater risk of being victims are more likely to express concern about relations with their parents. One-fourth of students (25%) say they sometimes wonder if their parents really love them.

3. *Students who have been victims of violence uniformly believe that sometimes teachers in their school think of their students as numbers. The exact opposite is true among students who have not been victims, none believe that teachers sometimes think of them as numbers; 85% say this is false and 15% are unsure.*

4. *Students who have been victims of violence are more likely than those who have not been to believe the statement "Most people I know say that it's impossible to walk away from an angry scene or confrontation without fighting"; 66% vs. 47%.*

- Students with generally poor grades are most likely to know adults who say it is impossible to walk away from angry scenes or confrontations without a fight (70%) and are more likely to believe that apologies are a sign of weakness (37%).

- A plurality (57%) of students who view vandalism as a problem state that most people they know think it is impossible to walk away from an angry scene or confrontation as compared with less than half (45%) of students who do not view vandalism as a problem. Children in single parent households (60%) and those whose parents have seven or fewer contacts with school each year (57%), are most likely to agree with this statement.

- Nearly three-fourths of students who have been victims (72%) think there would be less violence if there were more things for kids to do.

Relations Between Students and Teachers

1. *Students who have been victims of violent incidents are twice as likely as students who have not been victims to believe that teachers and students do not get along (26% vs. 12%). High school students are most likely to view teacher-student relations negatively; one in five (19%) thinks students and teachers do not get along (not very or not at all well).*

- One in three (31%) students believe they have received personal attention from a teacher only a few times or hardly ever.

- As compared with students at lower risk of becoming victims of violence, higher risk students (more than one in four students with generally poor grades [26%] and of students who have been the victims of violence that took place in or around school [25%]) believes they hardly ever get personal attention from teachers.

- One in three students (31%) agrees with the statement that classes in their school are large and teachers have a hard time controlling the classroom.

2. *Few students talk to teachers about their personal problems or problems at home (22%), or about where they can get help with personal or family problems (13%). Most students do not talk to teachers about problems they may be having with their peers.*

   - Students who have been victims of violence are less likely than students who have not been victims to discuss problems with other students or with their teachers (34% vs 42%). In addition, students who attend a school that provides an only fair or poor education less frequently talk to teachers about such problems.

   - Younger students are more likely to discuss fights they have witnessed between students; 51% of third to sixth graders, as compared with 35% of seventh to ninth graders and 37% of high school students.

3. *Students do not discuss their personal problems with teachers for a wide variety of reasons: because they believe there is no privacy or confidentiality in school (26%), because they feel adults do not understand them (22%), because they think teachers cannot help (20%) and because teachers do not seem interested in or do not have time for their students (24%).*

   - Students who are more vulnerable to violence in school and those who have already been victims are most hesitant to talk to teachers. One-third of students with generally poor grades think teachers cannot help, as do 32% of those who have been victims of violence that took place in or around school.

4. *Only one in five (22%) students would definitely tell a teacher if he or she knew about another student who had carried a weapon, like a knife or gun, to school. Half say it would depend, and one-fifth are not sure if they would tell a teacher or not.*

   - More than one-fourth (28%) of students who have been victims of violence or have been physically hurt while in or around school would not tell a teacher if they knew of a student with a weapon.

   - Students who have failed to succeed academically are more likely *not* to tell (34% of those with mostly C's, D's and F's) than are students who have received higher grades (13% of those with mostly A's and B's).

5. *Nearly half of all students say they would not report a student with a weapon because they are concerned about retaliations, that the student would "get them back." This is only a somewhat greater concern for students who have been victims of violence (50%) as compared with those who have not been (46%).*

   - One-fourth of students would not report a student who had a weapon in school because they believe there is no privacy or confidentiality in school.

- As with students who have been victims of violence, those who believe their school provides a lesser quality education or who think their school has a problem with vandalism are more likely to have concerns about confidentiality and their teacher's ability to help.
- One-third (32%) of students whose school provides an only fair or poor education say they would not report students with weapons because there is no privacy in their school.

School Violence and the Surrounding Environment

1. *Parents and students have considerably different views about how various environmental issues impact their schools. Parents more often view factors such as overcrowded classrooms and the mass media as factors contributing to school violence. Both students and parents believe the use of drugs and alcohol are major contributing factors.*
    - A majority of parents (70%) believe vandalism takes valuable resources away from violence prevention while only a minority of students believe this statement is true.
    - When asked about the role the media plays, many parents (71%) believe it contributes to violence in the public schools, but only half of all students concur (51%).
2. *Parents who worry about their child's safety more often believe that vandalism takes away valuable resources from violence prevention (78% vs. 61%) and that school violence has increased because of a lack of proper supervision at home (80% vs. 68%).*
3. *Students who have been victims of violence and those at greater risk of becoming victims are more likely to believe that factors such as drugs and alcohol, or neighborhood violence affect the level of violence in their school.*
    - Two in five (41%) of those who have been victims of violence believe the following statement is true: "Drugs and alcohol are major contributing factors in violent incidents that occur in or around school." In contrast, only one in four (24%) students who has not been a victim of violence believes this statement is true.
    - Students who have been victims of violence (59%) and those with generally lower grades (54%) most often believe that violence in the neighborhood leads to violence in school.

CHAPTER 1: EVALUATION OF SCHOOL

Parents of public school students and students themselves are generally positive about their schools. Most believe their school provides a quality education and a safe environment in which to learn. However, some parents and students hold more critical views. In particular, students whose school experiences have been less positive, such as those who have been victims of violent incidents that took place in or around school, are more likely to believe their school has problems. Likewise, parents whose children have been victims of violence are more likely to negatively assess the quality of education their school provides. Of particular concern to students and parents is their school's ability to provide a safe and secure environment on the school grounds outside the building.

As with teachers in previous surveys in the MetLife series, parents' and students' perceptions of the prevalence of many other educational problems are strongly associated with the quality of education they believe their school provides.

Overall Quality of Education

Most public school students (78%) and parents (76%) believe their school provides an excellent or good education. However, one-fourth of parents (23%) and one-fifth of students (19%) rate their schools as only fair or poor. Parents of high school students (grades ten to twelve) are most discontented; 31% believe their school provides an only fair or poor education. In contrast, only one in five (18%) parents whose child is in elementary school (grades three through six) negatively evaluates his or her school. Older students are also more critical of the quality of education their school provides; 26% of students in grades ten to twelve rate their school as only fair or poor, as compared with 11% of elementary school students (in grades three through six).

Parents who worry about their child's safety and those who are least involved in their child's school, are more likely to believe their school provides an only fair or poor education. One in three (34%) parents who has seven or fewer contacts with the school each year, such as individual meetings with staff, telephone conversations, and parents' meetings, rates the quality of education as fair or poor. By contrast, fewer than one-fifth (16%) of parents most involved in their child's school life, with 29 or more contacts each year, assess the education provided in their school as only fair or poor. Similarly, 31% of parents who worry about their child's safety (very or somewhat) rate the quality of education as only fair or poor, while half as many (14%) of those who do not worry about safety (not very or not at all) assess their school as only fair or poor.

Some students are more likely than others to believe their school provides a lesser quality education. One in four students in junior (23%) or senior high (26%) school rates the quality of education he or she receives as only fair or poor. Those with lower grades, mostly C's, D's and F's, are more critical; two in five assess their school negatively as compared with one in ten students with the highest grades. One-third of students who have been victims of violent incidents or have been physically hurt while in school, believe their school provides a lesser quality education.

Table 1-1

OVERALL QUALITY OF EDUCATION

QUESTION: ***Here is a list of things/aspects on which public schools may be judged. Please tell me whether you would rate your school excellent, good, fair or poor.***

... The overall quality of the education you receive ....

	TOTAL		ELEMENTARY		JUNIOR HIGH		HIGH SCHOOL	
	PARENTS	STUDENTS	PARENTS	STUDENTS	PARENTS	STUDENTS	PARENTS	STUDENTS
	PERCENTAGE							
Excellent	[illegible]	[illegible]	29	54	24	26	22	19
Good	[illegible]	[illegible]	53	30	49	48	47	54
Fair	[illegible]	[illegible]	14	8	21	19	25	23
Poor	5	[illegible]	4	3	5	4	6	4
Not Sure	*	[illegible]	*	5	1	2	–	1
BASE	1011	2581	497	1086	277	683	233	812

*Less than 0.5%

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Table 1-2

Overall Quality of Education

QUESTION: ***I am going to read you a list of aspects on which public schools may be judged. For each please tell me whether you would rate your school excellent, good, fair or poor.***

… The overall quality of the education your child receives ….

		PARENTS						
		WORRIED ABOUT CHILD'S SAFETY		PARENTAL INVOLVEMENT– CONTACTS WITH SCHOOL IN PAST YEAR				
	TOTAL	VERY OR SOME-WHAT	NOT VERY/ NOT AT ALL	7 OR FEWER	8–14	15–21	22–28	29 OR MORE
	PERCENTAGE							
Excellent	[illegible]	21	32	23	23	26	24	35
Good	[illegible]	48	54	43	53	50	53	49
Fair	[illegible]	24	12	27	20	19	17	13
Poor	[illegible]	7	2	7	4	5	6	4
Not Sure	[illegible]	*	*	–	1	1	–	–
BASE	1007	527	480	73	220	299	251	168

*Less than 0.5%

Table 1-3

OVERALL QUALITY OF EDUCATION

QUESTION: ***Here is a list of things/aspects on which public schools may be judged. Please tell me whether you would rate your school excellent, good, fair or poor.***

… The overall quality of the education you receive ….

		STUDENTS							
		GRADE LEVEL			STUDENT'S GRADES			STUDENT WAS A VICTIM	
	TOTAL	3–6	7–9	10–12	A'S AND B'S MOSTLY	B'S AND C'S MOSTLY	C'S, D'S AND F'S MOSTLY	WAS VICTIM	WAS NOT /NOT SURE
	PERCENTAGE								
Excellent	36	54	26	19	45	27	18	18	[illegible]
Good	42	30	48	54	41	46	41	[illegible]	[illegible]
Fair	15	8	19	23	10	20	30	27	[illegible]
Poor	3	3	4	4	2	4	8	[illegible]	[illegible]
Not Sure	3	5	2	1	2	4	2	[illegible]	[illegible]
BASE	2581	1086	683	812	1467	682	320	744	[illegible]

School Environment

A majority of parents and students believe their school provides a safe and secure environment in the school building. However, students are more critical than parents; more than one-third of junior high (36%) and high school students (34%), believe their school does an only fair or poor job of providing a safe environment in the school building. While less concerned, a sizable proportion of parents also evaluate their school as only fair or poor (21%). As with older students themselves, parents of adolescents are more likely to be critical; while 86% of elementary school parents assess their school as excellent or very good, a lesser 66% of parents with a child in high school rate their school as highly.

Students and parents disagree about their school's ability to provide a safe environment on the school grounds outside the building. Two in five students believe their school does an only fair or poor job, and high school students are most likely to assess their school negatively (52%). Only one in three elementary school students rates his or her school negatively when it comes to providing a safe environment on the school grounds. While not as critical as students, one-third of parents with a child in junior high (32%) or high school (33%) believe their school does an only fair or poor job of providing a safe and secure environment outside the school building.

Sizable proportions of students and parents assess their school negatively with regard to the school's physical facilities, such as the building and playgrounds. As with other aspects of the school environment, students are more critical than parents, and high school students are most likely to assess their school negatively. Two in five junior high (45%) and high school students (43%) think their school does an only fair or poor job of maintaining the facilities. Parents of adolescents and younger children have similar views about their school's ability to maintain the physical facilities. Roughly one in four parents assesses his or her school's facilities as fair or poor.

A plurality (58%) of third to twelfth grade public school students believe their school has, to some measure, a problem with vandalism such as graffiti or broken doors and windows. Only one in three students (36%) think this is not a problem. Students who attend a school that provides an only fair or poor education are more likely to think vandalism is a major or minor problem in their school; only one in four of these students (24%) believes vandalism is not a problem. Hispanic and African-American students more frequently view vandalism as a major problem, 28% and 27% respectively. By contrast, only 13% of white students believe vandalism is a major problem and 41% think it is not a problem.

OBSERVATION: ***Vandalism and deterioration of the physical plant may be symptoms of deficient funding, or a lack of control from the school administration. These problems are particularly alarming in light of the recurring association, discussed throughout this report, between vandalism in the school building and other serious problems, such as greater concern about safety and a lack of communications among students, teachers, and parents.***

Regardless of their home life, a plurality of students believe that vandalism is a problem (major or minor) in their school; this is true for 57% of those living with both parents, 60% of students in single parent households, and 62% of those living in households with other adults such a step-parent, foster parent, or other relative. Students who say their parents have 14 or fewer contacts with school each year, such as personal visits, telephone conversations and meetings, and those whose parents are most involved (with 29 or more school contacts) are somewhat more likely to believe vandalism is a problem in their school.

OBSERVATION: ***Parents who are most involved are a combination of active parents and of parents who have regular contact because their child has had problems in school. This explains the frequent and sometimes confusing similarity in experience between parents at both ends of the spectrum: those who are least and most often in contact with their child's school.***

Parents who believe their school provides an only fair or poor education are more likely to assess the environment in their school negatively. In particular, nearly half of these parents rate their school as only fair or poor on providing a safe and secure environment in the school building (47%), and equal proportions of parents negatively evaluate their school's physical facilities (47%). More than half (56%) of these parents say their school is only fair or poor in providing safe and secure school grounds *outside* the building.

Students in schools that provide a lesser quality education are most critical, more critical than parents. A plurality of these students rate their school only fair or poor on the ability to provide a safe environment inside (54%) or outside the building (70%). Two-thirds of these students say the physical facilities are only fair or poor (61%).

Following the Rules

Parents are more likely than students to believe their school's staff treats infractions of the rules seriously. Two in five parents believe that when rules are broken their school staff acts as if this is a very serious problem. However, one in ten parents (9%) believes his or her school is not very serious about students breaking the rules. Parents of high school students (34%) and high school students themselves (30%) are least likely to think their school acts as if breaking the rules is a very serious problem.

Students and parents who rate the quality of education their school provides as only fair or poor are less likely to believe their school considers infractions of the rules as serious problems. One in five (19%) of these parents believes the staff in his or her child's school does *not* act as if breaking the rules is a serious problem. Only one-third of these students (32%) think the staff in their school acts as if breaking the rules is a very serious problem, and one-fourth (23%) say they act as if it is a not very serious problem.

A majority (82%) of parents believe that all students complete their assignments when teachers give them homework. In sharp contrast, only 4% of students say that all their peers complete their homework assignments. More than one-third of students (37%) think only a minority of students (some or hardly any) complete their homework. Fully two in five (40%) high school students believe only a minority of their peers complete their homework assignments, while nearly *all* parents of high school students (94%) think the majority of students in their child's school complete their homework assignments.

Table 1-4

PROVIDING A SAFE ENVIRONMENT IN SCHOOL

QUESTION: ***Here is a list of things/aspects on which public schools may be judged. Please tell me whether you would rate your school excellent, good, fair or poor.***
... The school's ability to provide a safe and secure place for students when they are in the school building ....

	TOTAL		ELEMENTARY		JUNIOR HIGH		HIGH SCHOOL	
	PARENTS	STUDENTS	PARENTS	STUDENTS	PARENTS	STUDENTS	PARENTS	STUDENTS
	PERCENTAGE							
Excellent	37	[illegible]	43	47	29	23	31	20
Good	[illegible]	[illegible]	43	35	43	39	43	46
Fair	[illegible]	[illegible]	11	11	22	23	16	25
Poor	[illegible]	[illegible]	3	3	6	13	9	8
Not Sure	–	[illegible]	–	4	–	3	–	1
BASE	1011	[illegible]	497	1087	277	685	233	812

Table 1-5

Providing A Safe Environment Around School

QUESTION: ***Here is a list of things/aspects on which public schools may be judged. Please tell me whether you would rate your school excellent, good, fair or poor.***
… The school's ability to provide a safe and secure place for students when they are on the school grounds outside the building ….

	TOTAL		ELEMENTARY		JUNIOR HIGH		HIGH SCHOOL	
	PARENTS	STUDENTS	PARENTS	STUDENTS	PARENTS	STUDENTS	PARENTS	STUDENTS
	PERCENTAGE							
Excellent	[illegible]	[illegible]	28	27	22	11	21	11
Good	[illegible]	[illegible]	48	35	43	31	44	34
Fair	[illegible]	[illegible]	16	23	25	34	24	35
Poor	[illegible]	[illegible]	7	9	10	20	10	17
Not Sure	[illegible]	[illegible]	*	6	*	3	1	2
BASE	[illegible]	[illegible]	497	1087	277	684	233	811

*Less than 0.5%

Table 1-6

Physical Facilities

QUESTION: ***Here is a list of things/aspects on which public schools may be judged. Please tell me whether you would rate your school excellent, good, fair or poor.***
… The school's physical facilities (such as the building and playground) ….

	TOTAL		ELEMENTARY		JUNIOR HIGH		HIGH SCHOOL	
	PARENTS	STUDENTS	PARENTS	STUDENTS	PARENTS	STUDENTS	PARENTS	STUDENTS
	PERCENTAGE							
Excellent	[illegible]	[illegible]	26	24	23	10	28	7
Good	[illegible]	[illegible]	50	44	50	44	46	49
Fair	[illegible]	[illegible]	19	21	19	36	19	35
Poor	[illegible]	[illegible]	4	6	6	9	6	8
Not Sure	[illegible]	[illegible]	1	4	2	2	1	*
BASE	[illegible]	[illegible]	497	1087	277	688	233	813

*Less than 0.5%

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Table 1-7

SCHOOL ENVIRONMENT

QUESTION: ***For each, please tell me whether you would rate your school excellent, good, fair or poor?***

Base: Students And Parents Who Rate The Overall Quality Of Education Fair Or Poor

		STUDENTS	PARENTS
		PERCENTAGE	
The school's ability to provide a safe and secure place for students when they are in the school building.	Positive	43	53
	Negative	54	47
	Not Sure	3	–
BASE		483	225
The school's ability to provide a safe and secure place for students when they are on the school grounds outside the building.	Positive	24	43
	Negative	70	56
	Not Sure	4	*
BASE		481	225
The school's physical facilities (such as the building and playground).	Positive	35	50
	Negative	61	47
	Not Sure	4	3
BASE		485	225

*Less than 0.5%

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Table 1-8

VANDALISM IN SCHOOL

QUESTION: ***Would you say that in your school, vandalism such as graffiti or broken doors and windows is a major problem, a minor problem or not a problem?***

		STUDENTS				
		QUALITY OF EDUCATION		RACE OR ETHNICITY		
	TOTAL	EXCELLENT OR GOOD	FAIR OR POOR	WHITE	AFRICAN-AMERICAN	HISPANIC
	PERCENTAGE					
Major Problem	17	15	24	13	27	28
Minor Problem	[illegible]	40	[illegible]	42	41	36
Not A Problem	[illegible]	40	[illegible]	41	26	28
Not Sure	[illegible]	5	[illegible]	5	6	8
BASE	[illegible]	2021	[illegible]	1672	259	375

Table 1-9

VANDALISM IN SCHOOL

QUESTION: ***Would you say that in your school, vandalism such as graffiti or broken doors and windows is a major problem, a minor problem or not a problem?***

		STUDENTS							
		FAMILY			PARENTAL INVOLVEMENT – CONTACTS WITH SCHOOL IN PAST YEAR				
	TOTAL	BOTH PARENTS	SINGLE PARENT	OTHER	7 OR FEWER	8–14	15–21	22–28	29 OR MORE
	PERCENTAGE								
Major Problem	17	17	21	16	20	15	15	19	19
Minor Problem	41	40	39	46	41	43	38	38	42
Not A Problem	36	38	34	34	32	37	42	40	38
Not Sure	5	5	6	5	7	4	5	3	2
BASE	2583	1534	521	430	1165	837	405	122	54

Table 1-10

LEVEL OF DISCIPLINE IN SCHOOL

QUESTION: ***When students break the rules in your school do the teachers and school staff act as if this is a very serious problem, somewhat serious, or a not very serious problem?***

	TOTAL		ELEMENTARY		JUNIOR HIGH		HIGH SCHOOL	
	PARENTS	STUDENTS	PARENTS	STUDENTS	PARENTS	STUDENTS	PARENTS	STUDENTS
	PERCENTAGE							
Very Serious	[illegible]	[illegible]	43	39	45	33	34	30
Somewhat Serious	[illegible]	[illegible]	46	37	42	50	53	52
Not Very Serious	[illegible]	[illegible]	8	16	10	12	9	15
Not Sure	[illegible]	[illegible]	2	8	2	5	4	3
BASE	[illegible]	[illegible]	497	1087	277	691	233	811

Table 1-11

QUALITY OF EDUCATION AND RESPECT FOR SCHOOL RULES

QUESTION: ***When students break the rules in your school, do teachers and school staff act as if this is a very serious problem, somewhat serious, or not a very serious problem?***

Base: Students And Parents Who Rate The Quality Of Education Fair Or Poor

	STUDENTS	PARENTS
	PERCENTAGE	
Very Serious	32	29
Somewhat Serious	40	50
Not Very Serious	23	19
Not Sure	5	8
BASE	485	225

Table 1-12

HOMEWORK ASSIGNMENTS

QUESTION: ***How often do teachers in your school generally assign homework — every day, two to three days a week, once a week, less often than that, or never?***

	TOTAL		ELEMENTARY		JUNIOR HIGH		HIGH SCHOOL	
	PARENTS	STUDENTS	PARENTS	STUDENTS	PARENTS	STUDENTS	PARENTS	STUDENTS
	PERCENTAGE							
Every Day	55	54	57	54	58	55	47	53
2 to 3 Times a Week	[illegible]	32	36	18	30	35	44	37
Once a Week	4	4	4	3	5	4	3	5
Less Often Than That	3	4	2	6	4	3	3	2
Never	1	1	1	1	1	1	3	2
Not Sure	1	5	*	9	2	2	*	2
BASE	1011	2062	497	1088	277	692	233	812

*Less than 0.5%

Table 1-13

STUDENTS COMPLETING ASSIGNED HOMEWORK

QUESTION: ***When teachers assign homework in your school how many students usually complete it — all of them, most of them, some of them, or hardly any?***

Base for parents: Teacher assigns homework

	TOTAL		ELEMENTARY		JUNIOR HIGH		HIGH SCHOOL	
	PARENTS	STUDENTS	PARENTS	STUDENTS	PARENTS	STUDENTS	PARENTS	STUDENTS
	PERCENTAGE							
All of Them	[illegible]	4	88	6	82	5	70	2
Most of Them	[illegible]	56	11	57	13	55	24	56
Some of Them	[illegible]	30	1	26	2	31	6	34
Hardly Any	[illegible]	7	*	8	1	7	–	6
Not Sure	[illegible]	3	*	3	–	2	*	2
BASE	[illegible]	[illegible]	493	1088	269	692	226	809

*Less than 0.5%

The School Staff

In seeming to care for students, a majority of parents and students assess the teachers in their school as excellent or good. However, as with the general school environment, high school teachers are not rated as highly as elementary school teachers. One-third of students and parents assess high school teachers negatively (fair or poor) when it comes to caring for their students. One in ten high school parents believes that teachers in his or her child's school do a poor job of seeming to care about their students.

Students are less satisfied with their school counselors than they are with their teachers. Older students are most likely to judge counselors harshly. A majority (73%) of seventh to ninth grade students assess them positively in terms of caring for their students, and 7% rate them as "poor." Two in five (38%) high school students (in grades ten through twelve) rate their school counselors negatively, while only 22% rate them "excellent."

Students and parents, in general, are harshly critical of their local school board. A plurality of students (59%) and two in five (43%) parents, negatively assess the effectiveness of the local school board (fair or poor). Fewer than one in twenty (4%) students and only one in six (15%) parents, rates his or her school board as "excellent." Parents of adolescents and high school students themselves are most likely to be critical; a plurality of these parents (54%) and students (67%) assess the competence of the local school board as only fair or poor.

Relations Among Parents, Teachers and Students

Students generally believe that teachers and students get along (78%); very few (3%) think they do not get along well at all. Some students, however, are less optimistic. Students who have been victims of violent incidents are twice as likely to believe that teachers and students do not get along as compared with students who have not been victims (26% vs. 12%). High school students are most likely to view teacher, student relations negatively; one in five (19%) thinks students and teachers do not get along (not very or not at all well).

Parents are more optimistic than students about their own relations with teachers. A plurality of parents (67%) believe relations between teachers and parents are good or excellent. Students are more likely to negatively evaluate parent, teacher relations (57%). Specifically, one in six parents of a high school student thinks relations are excellent, while only one in twenty (5%) high school students agrees.

Some students are more likely to believe relations are not good between teachers and parents. In particular, half of all students whose school provides a lesser quality education say relations between parents and teachers are only fair or poor and fewer than one in ten (7%) believes relations are excellent. Likewise, a majority of students who have been victims of violence or have been physically hurt while in or around school, assess relations negatively. One-third (32%) of students who have been victims say relations between parents and teachers are poor, while only 5% say they are excellent.

Table 1-14

TEACHERS CARING FOR STUDENTS

QUESTION: ***Here is a list of things/aspects on which public schools may be judged. Please tell me whether you would rate your school excellent, good, fair or poor.***

... The degree to which most teachers seem to care about their students ....

	TOTAL		ELEMENTARY		JUNIOR HIGH		HIGH SCHOOL	
	PARENTS	STUDENTS	PARENTS	STUDENTS	PARENTS	STUDENTS	PARENTS	STUDENTS
	PERCENTAGE							
Excellent	[illegible]	38	33	59	22	25	21	18
Good	[illegible]	36	44	25	45	43	46	46
Fair	[illegible]	18	19	10	25	21	24	28
Poor	[illegible]	6	4	3	6	9	9	7
Not Sure	[illegible]	2	*	3	2	2	*	1
BASE	1011	2583	497	1085	277	685	233	813

*Less than 0.5%

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Table 1-15

COUNSELORS CARING FOR STUDENTS

QUESTION: ***Here is a list of things/aspects on which public schools may be judged. Please tell me whether you would rate your school excellent, good, fair or poor.***

… The degree to which most counselors seem to care about their students ….

Base for students: Grades 7-12

	STUDENTS		
	TOTAL	JUNIOR HIGH	HIGH SCHOOL
	PERCENTAGE		
Excellent	29	35	[illegible]
Good	37	38	[illegible]
Fair	20	14	[illegible]
Poor	9	7	[illegible]
Not Sure	5	7	[illegible]
BASE	1499	687	812

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Table 1-16

The Local School Board

QUESTION: ***Here is a list of things/aspects on which public schools may be judged. Please tell me whether you would rate your school excellent, good, fair or poor.***
... The effectiveness of the school board in dealing with school matters ....

Base for Students: Grades 7-12

	TOTAL		ELEMENTARY	JUNIOR HIGH		HIGH SCHOOL	
	PARENTS	STUDENTS	PARENTS	PARENTS	STUDENTS	PARENTS	STUDENTS
	PERCENTAGE						
Excellent	[illegible]	4	17	14	4	10	3
Good	[illegible]	25	42	40	28	35	23
Fair	[illegible]	38	29	33	35	39	41
Poor	[illegible]	21	9	10	16	15	26
Not Sure	[illegible]	11	3	4	16	1	6
BASE	[illegible]	1499	497	277	687	233	812

38

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Table 1-17

RELATIONSHIPS BETWEEN TEACHERS AND STUDENTS

QUESTION: ***Generally, how well do teachers and students in your school get along with each other — very well, fairly well, not very well, or not at all well?***

		STUDENTS							
		GRADE LEVEL			STUDENT'S GRADES			STUDENT WAS A VICTIM	
	TOTAL	3–6	7–9	10–12	A'S AND B'S MOSTLY	B'S AND C'S MOSTLY	C'S, D'S AND F'S MOSTLY	WAS VICTIM	WAS NOT /NOT SURE
	PERCENTAGE								
Very Well	21	33	12	13	26	18	11	[illegible]	[illegible]
Fairly Well	57	43	64	72	59	57	53	[illegible]	[illegible]
Not Very Well	13	12	15	11	10	15	22	[illegible]	[illegible]
Not At All Well	3	3	4	2	2	3	6	[illegible]	[illegible]
Not Sure	6	9	5	2	5	7	8	[illegible]	[illegible]
BASE	2579	1087	682	810	1465	684	319	[illegible]	[illegible]

Table 1-18

RELATIONS BETWEEN PARENTS AND TEACHERS

QUESTION: *Here is a list of things/aspects on which public schools may be judged. Please tell me whether you would rate your school excellent, good, fair or poor.*

... The relations between parent and teachers in your school ....

Base for students: Grades 7-12

	TOTAL		ELEMENTARY	JUNIOR HIGH		HIGH SCHOOL	
	PARENTS	STUDENTS	PARENTS	PARENTS	STUDENTS	PARENTS	STUDENTS
	PERCENTAGE						
Excellent	[illegible]	6	26	18	6	15	5
Good	[illegible]	[illegible]	49	45	32	37	24
Fair	[illegible]	[illegible]	20	26	34	33	40
Poor	[illegible]	[illegible]	4	10	18	13	22
Not Sure	[illegible]	[illegible]	1	1	9	2	9
BASE	[illegible]	1496	497	277	685	233	811

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Table 1-19

RELATIONS BETWEEN PARENTS AND TEACHERS

QUESTION: ***Here is a list of things on which public schools may be judged. Please tell me whether you would rate your school excellent, good, fair or poor.***

… The relations between parent and teachers in your school ….

Base: Grades 7-12

		STUDENTS				
		STUDENT'S GRADES			STUDENT WAS A VICTIM	
	TOTAL	A'S AND B'S MOSTLY	B'S AND C'S MOSTLY	C'S, D'S AND F'S MOSTLY	WAS VICTIM	WAS NOT/ NOT SURE
	PERCENTAGE					
Excellent	[illegible]	6	5	4	5	[illegible]
Good	[illegible]	34	23	21	21	[illegible]
Fair	[illegible]	37	38	38	[illegible]	[illegible]
Poor	[illegible]	13	25	29	[illegible]	[illegible]
Not Sure	[illegible]	10	9	8	7	[illegible]
BASE	[illegible]	758	451	223	543	[illegible]

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CHAPTER 2: WORRIES AND EXPERIENCES

Many parents worry to some extent about their child's safety while in school or going to and from school. Students do not worry to the same extent about their own safety and they often underestimate the extent to which parents worry. Despite their lack of concern, sizable proportions of students have experienced serious conflicts or violent incidents in school. Some students are more likely to become victims of violent incidents: boys and young men, high school students, and students with generally poor grades. A student's home or school life has an impact as well; children and young adults in single parent households, those in other living arrangements, and students who believe their school provides an only fair or poor education are more likely to have been the victims of violence that took place in or around school.

Worries About Violence Going To and From School

In general, students understand the degree to which their parents worry about safety. One in five students thinks his or her parents are very worried about safety going to and from school, while one in four thinks his or her parents are not at all worried. However, high school students think their parents worry less than parents themselves say they do. Two in five parents of high school students worry (very or somewhat) about safety, while only 27% of high school students believe their parents worry to that extent.

Most students do *not* worry about their own safety going to and from school. However, one in ten students is very worried. Parents of high school students believe their children worry more often than students themselves say they do; 28% believe their children worry (very much or somewhat), while only 14% of students themselves say they worry. Elementary school students are most concerned, while only 3% of high school students say they are very worried about their own safety.

A high school student was asked: *Do you worry about your personal safety when you are in school or when you are traveling to and from school?*

The student's reply: *"Yes — I worry more about going to and from school than being at school because of the neighborhood. I feel nervous going from the train station to school and back to the train station."*

Worries About Violence in School

As with concerns about safety between school and home, students do not think their parents worry about safety in school as much as parents themselves say they do. One in four students thinks his or her parents worry, while two in five parents say they worry about their child's safety in school. Half of all high school students think their parents are not at all worried about safety in school, but only two in five parents say they are not at all worried.

Unlike concerns about safety outside school, parents generally understand the degree to which their children worry about their own safety *in* school. High school students, however, do not worry about their own safety in school to the extent to which their parents believe they do; one-tenth (12%) of high school students say they worry, while 22% of parents of high school students *think* their children worry about safety in school. While a plurality of students do not worry about safety in school, a sizable proportion of students are concerned. One-fifth of public school students in grades three through twelve say they are very or somewhat worried about safety in school. Younger students are more likely to express concern about school safety in the building.

OBSERVATION: ***Differences between younger and older students may, in part, reflect teens' desires to feel self-confident, self-reliant and in control. Parent's assessment of their teenagers' worries may reflect their concerns more closely than students themselves are willing to admit.***

Not surprisingly, parents whose children have been victims of violence or who have been physically hurt in or around school, are more often worried about safety. One in three worries about his or her child's safety in school (35%), and going to and from school (33%). However, students who have themselves been victims are no more worried about safety than are students who have not been victims. One-fourth (26%) of those who have been victims of violence worry about their safety going to and from school, and one-fifth (21%) worry about their safety in school.

A plurality (65%) of parents believe that vandalism in or around school contributes to their concerns about safety. Students are less worried by such issues; one-third say vandalism makes them worry about their own safety. These differences of opinion are greatest between high school students and their parents. While 64% of parents of high school students say vandalism contributes to their concerns about safety, only one in four high school students (25%) expresses such concerns. Younger students are more likely to worry about their own safety because of vandalism they see in school. Elementary school students are as likely to say it makes them worry (38%) as they are to say that vandalism makes no difference to their views or concerns (41%).

Most Serious Worries

Students and parents alike who worry about safety in or around school most often cite weapons as their most serious concern (18% and 16% respectively). This concern is greatest among high school students (20%) and their parents (26%). Parents are more concerned than students about drugs (11%) and gangs (14%). One in ten parents of a high school student says he or she is most worried about drive-by shootings; only 1% of high school students mention drive-by shootings. Parents of elementary school children more often worry about traffic accidents (10%); they are mentioned by very few third to sixth grade students. Traffic accidents are also of concern to some high school students (5%) and their parents (7%); perhaps because young adults drive to and from school.

Students do not worry about the same types of incidents. Students with the highest grades (mostly A's and B's) are less likely to cite weapons as their greatest concern (13%), and they are more likely to worry about fights (15%) and about getting beat up (10%). Students who have been victims of a violent incident in or around school, as compared with those who have not, are more often concerned about weapons (19%) and fights (17%).

Table 2-1

PARENTS WORRIES ABOUT GOING TO AND FROM SCHOOL

QUESTION: ***To what extent do (you) your parents or guardians worry about your (child's) safety going to and from school — are they (you) very worried, somewhat worried, not very worried, or not at all worried?***

	TOTAL		ELEMENTARY		JUNIOR HIGH		HIGH SCHOOL	
	PARENTS	STUDENTS	PARENTS	STUDENTS	PARENTS	STUDENTS	PARENTS	STUDENTS
	PERCENTAGE							
Very Worried	14	20	16	25	9	21	14	9
Somewhat Worried	33	23	35	24	31	28	32	18
Not Very Worried	26	27	24	24	31	27	24	34
Not At All Worried	27	24	25	18	28	21	31	37
Not Sure	*	6	*	10	1	4	–	2
BASE	1011	2585	497	1086	277	690	233	809

*Less than 0.5%

Table 2-2

Student Worries About Safety Going To and From School

QUESTION: *To what extent do you worry about your safety going to and from school — are you very worried, somewhat worried, not very worried, or not at all worried?*

QUESTION: *How much do you think your child worries about (her/his) safety going to and from school — is (s/he) very worried, somewhat worried, not very worried, or not at all worried?*

	TOTAL		ELEMENTARY		JUNIOR HIGH		HIGH SCHOOL	
	PARENTS	STUDENTS	PARENTS	STUDENTS	PARENTS	STUDENTS	PARENTS	STUDENTS
	PERCENTAGE							
Very Worried	[illegible]	9	6	14	5	8	3	3
Somewhat Worried	[illegible]	17	20	18	19	21	26	11
Not Very Worried	[illegible]	27	29	24	25	30	23	27
Not At All Worried	[illegible]	45	44	39	50	40	47	59
Not Sure	[illegible]	2	–	4	1	1	1	–
BASE	[illegible]	2582	497	1082	277	690	233	810

*Less than 0.5%

Table 2-3

Student Worries About Safety In School

QUESTION: *To what extent do you (your parents) or guardians worry about your safety when you are in school — are you (they) very worried, somewhat worried, not very worried, or not at all worried?*

	TOTAL		ELEMENTARY		JUNIOR HIGH		HIGH SCHOOL	
	PARENTS	STUDENTS	PARENTS	STUDENTS	PARENTS	STUDENTS	PARENTS	STUDENTS
	PERCENTAGE							
Very Worried	[illegible]	9	8	11	9	12	5	4
Somewhat Worried	[illegible]	17	28	15	31	24	31	14
Not Very Worried	[illegible]	28	31	25	31	31	26	29
Not At All Worried	[illegible]	38	34	37	29	28	37	50
Not Sure	[illegible]	8	–	13	1	6	–	3
BASE	[illegible]	2583	497	1084	277	689	233	810

*Less than 0.5%

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Table 2-4

STUDENT WORRIES ABOUT SAFETY IN SCHOOL

QUESTION: ***To what extent do you worry about your safety when you are in school — are you very worried, somewhat worried, not very worried, or not at all worried?***

QUESTION: ***How much do you think your child worries about (her/his) safety in school — is (s/he) very worried, somewhat worried, not very worried, or not at all worried?***

	TOTAL		ELEMENTARY		JUNIOR HIGH		HIGH SCHOOL	
	PARENTS	STUDENTS	PARENTS	STUDENTS	PARENTS	STUDENTS	PARENTS	STUDENTS
	PERCENTAGE							
Very Worried	[illegible]	7	3	8	4	7	2	3
Somewhat Worried	[illegible]	11	16	11	22	16	20	9
Not Very Worried	[illegible]	26	32	23	32	32	28	26
Not At All Worried	47	52	49	52	40	44	50	62
Not Sure	1	3	*	5	2	2	–	*
BASE	1011	[illegible]	497	1085	277	690	233	810

*Less than 0.5%

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Table 2-5

WORRIES WHEN CHILDREN HAVE BEEN VICTIMS

Base: Student/Child Have Been Victims Of Violence In Or Around School

QUESTION: ***To what extent do you/your children worry about your/their safety going to and from school?***

	STUDENTS	PARENTS
	PERCENTAGE	
Very Worried	8	10
Somewhat Worried	18	25
Not Very Worried	26	21
Not At All Worried	47	43
Not Sure	2	1
BASE	746	210

QUESTION: ***To what extent do you/your children worry about your/their safety in school?***

	STUDENTS	PARENTS
	PERCENTAGE	
Very Worried	7	6
Somewhat Worried	14	27
Not Very Worried	26	29
Not At All Worried	51	37
Not Sure	2	1
BASE	746	210

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Table 2-6

VANDALISM CONTRIBUTING TO CONCERNS ABOUT SAFETY

QUESTION: ***Do you believe that vandalism — such as graffiti or broken doors and windows — in or around your school makes you worry more about your safety, or doesn't it make a difference?***

QUESTION: ***Do you believe that vandalism in or around your child's school contributes to your concerns about safety, or not?***

Base for parents: Very or somewhat worried in Table 2-1 or Table 2-3

	TOTAL		ELEMENTARY		JUNIOR HIGH		HIGH SCHOOL	
	PARENTS	STUDENTS	PARENTS	STUDENTS	PARENTS	STUDENTS	PARENTS	STUDENTS
	PERCENTAGE							
Makes Me Worry/ Contributes to Concerns	[illegible]	32	66	38	63	29	64	25
Doesn't Make a Difference/ No, Does Not	[illegible]	52	33	41	36	56	35	64
Not Sure	1	17	1	22	1	15	1	11
BASE	[illegible]	2582	270	1086	144	688	110	808

Table 2-7

MOST SERIOUS WORRIES ABOUT SAFETY IN OR AROUND SCHOOL

QUESTION: ***What worries you most about your (child's) safety in or around school?***

Base for parents: Very or somewhat worried in Table 2-1 or Table 2-3

	TOTAL		ELEMENTARY		JUNIOR HIGH		HIGH SCHOOL	
	PARENTS	STUDENTS	PARENTS	STUDENTS	PARENTS	STUDENTS	PARENTS	STUDENTS
	PERCENTAGE							
Weapons	[redacted]	[redacted]	12	11	24	19	26	20
Drugs	[redacted]	[redacted]	7	3	14	9	18	7
Gangs	[redacted]	[redacted]	10	7	14	10	23	13
Violence (Unspec.)	[redacted]	[redacted]	8	5	9	4	6	2
Fights	[redacted]	[redacted]	6	10	7	20	*	15
Fear of Getting Beat Up/ Bullies	[redacted]	[redacted]	8	12	7	9	2	4
Random/Drive By Shootings	[redacted]	[redacted]	5	3	2	3	10	1
Lack of Supervision or Security	[redacted]	[redacted]	6	3	5	4	8	4
Racial Conflicts	[redacted]	[redacted]	3	1	4	2	5	4
Fear of Abduction	[redacted]	[redacted]	12	8	4	2	2	*
Getting To and From School or Walking Home	[redacted]	[redacted]	15	1	7	2	6	1
Strangers/Weird People	[redacted]	[redacted]	8	2	6	3	1	3
Traffic Accidents	[redacted]	[redacted]	10	1	4	2	7	5
Poor Attitude of Students/ No Consideration, Respect	[redacted]	[redacted]	–	*	–	4	–	6
Nothing/Have No Worries	[redacted]	[redacted]	–	32	–	18	–	22
All Others	[redacted]	[redacted]	15	12	17	12	18	18
Not Sure	[redacted]	[redacted]	2	10	5	13	4	11
BASE	[redacted]	[redacted]	270	1040	144	660	110	788

*Less than 0.5%

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Table 2-8

MOST SERIOUS WORRIES ABOUT SAFETY IN OR AROUND SCHOOL

QUESTION: **What worries you most about your safety in or around school?**

Base: Very or somewhat worried in Table 2-1 or Table 2-3

		STUDENTS				
		STUDENT'S GRADES			STUDENT WAS A VICTIM	
	TOTAL	A'S AND B'S MOSTLY	B'S AND C'S MOSTLY	C'S, D'S AND F'S MOSTLY	WAS VICTIM	WAS NOT/ NOT SURE
	PERCENTAGE					
Weapons	16	13	21	18	[illegible]	11
Fights	15	15	15	11	[illegible]	[illegible]
Gangs	10	9	12	9	[illegible]	[illegible]
Fear of Getting Beat Up/ Bullies	9	10	6	7	[illegible]	[illegible]
Drugs	6	6	7	5	[illegible]	[illegible]
Fear of Abduction	4	5	4	1	[illegible]	[illegible]
Violence (Unspec.)	4	4	4	3	[illegible]	[illegible]
Lack of Supervision or Security	3	3	3	3	[illegible]	[illegible]
Poor Attitude of Students/ No Consideration, Respect	[illegible]	3	3	2	[illegible]	[illegible]
Vandalism	3	3	3	2	[illegible]	[illegible]
Strangers/Weird People	3	3	2	3	[illegible]	[illegible]
Nothing/Have No Worries	25	24	24	30	[illegible]	[illegible]
All Others	19	20	18	15	[illegible]	[illegible]
Not Sure	11	9	13	16	[illegible]	[illegible]
BASE	2438	1421	657	305	[illegible]	1701

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Level of Violence in School

Sizable proportions of parents and students believe that violence in their school has increased in the past year, 17% and 24% respectively. Students and parents are more likely to believe violence has increased than they are to believe that it has decreased. However, one in five students is unsure whether the level of violence has changed. Students in grades ten through twelve are most likely to believe that violence has increased during the past year (30%), while only one in ten of these students (12%) thinks that violence has decreased. Generally, parents are more likely to believe the level of violence in their child's school has stayed about the same; this is true for parents of elementary (66%), junior high (64%), and high school students (60%).

Some students are more likely than others to think violence has increased during the past twelve months. One-third of students whose school provides an only fair or poor education, and of those whose school has a problem with vandalism think violence in their school has increased during the past twelve months. Likewise, 28% of African-American students believe violence has increased in the past year. It is important to note, however, that nearly equal proportions of African-American students think violence in their school has decreased.

OBSERVATION: ***These beliefs among minority students may be the positive result of increased attention given to violence in inner city schools. As discussed later in this report, minority students have been exposed to anti-violence programs and conflict resolution courses more frequently than white students, and they are generally more optimistic about the impact of such programs.***

Table 2-9

CHANGE IN THE LEVEL OF VIOLENCE IN SCHOOL

QUESTION: ***In the past year, has the level of violence at your (child's) school increased, decreased or stayed about the same?***

	TOTAL		ELEMENTARY		JUNIOR HIGH		HIGH SCHOOL	
	PARENTS	STUDENTS	PARENTS	STUDENTS	PARENTS	STUDENTS	PARENTS	STUDENTS
	PERCENTAGE							
Increased	17	24	12	18	22	25	23	30
Decreased	[illegible]	14	6	16	6	13	8	12
Stayed About the Same	64	42	66	41	64	40	60	46
No Violence	10	–	14	–	5	–	8	–
Not Sure	[illegible]	20	2	25	2	22	–	13
BASE	1011	2566	497	1085	277	675	233	806

Table 2-10

CHANGE IN THE LEVEL OF VIOLENCE IN SCHOOL

QUESTION: ***In the past year, has the level of violence at your school increased, decreased or stayed about the same?***

	STUDENTS							
		QUALITY OF EDUCATION		SCHOOL VANDALISM		RACE OR ETHNICITY		
	TOTAL	EXCELLENT OR GOOD	FAIR OR POOR	HAS PROBLEMS	DOES NOT	WHITE	AFRICAN-AMERICAN	HISPANIC
	PERCENTAGE							
Increased	[illegible]	21	34	29	17	22	28	21
Decreased	[illegible]	15	12	14	14	12	24	21
Stayed About the Same	[illegible]	43	38	40	47	46	30	37
Not Sure	[illegible]	21	15	17	22	20	17	21
BASE	[illegible]	2004	480	1515	611	1664	298	373

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Personal Experiences

In the past month, a sizable proportion of public school students has had personal experiences with angry scenes or confrontations (44%) and physical fights (24%). Most students have not experienced more serious incidents such as threats with a knife (81% had no experiences) or a gun (82% had no experiences).

These experiences are not the same for all students. Students who do not achieve in school (getting mostly C's, D's and F's), and those who have been victims of violent incidents at some time in their school lives, have been more frequently involved in all types of confrontational behavior. For example, 41% of students with generally poor grades have been involved in at least two angry scenes or confrontations in the past month. Students who have been victims of violence have experienced an average of six angry scenes or confrontations in the past month, as compared with an average of three incidents among students who have never been victims of violence. Similarly, students with generally poor grades have been in more physical fights than their peers; three to four fights on average, as compared with one fight among students with the highest grades (mostly A's and B's).

Students who most often have confrontations or fights, that is those with generally poor grades or those who have been victims of violence, although infrequently, are more likely to say they have been threatened by a knife or gun in the past month. A high school student whose personal experiences have included violent incidents describes a circumstance which may escalate and become a serious incident:

"And they're the type of people that won't argue with you, won't say not a word to you; but instead, like say if we're having a confrontation, right? You know, we're arguing. He ain't gonna say nothin'. He's coming back with a gun. That's how it is these days."

One in ten (12%) students with generally poor grades and of those who have been victims of violence (11%), have been threatened with a knife at least once in the past month. By contrast, only 4% of students with the highest grades (mostly A's and B's) say they have experienced such threats during the past thirty days. While 88% of students with the highest grades have not been threatened with a gun in the past month, a lesser 74% of those with generally poor grades (mostly C's, D's and F's) say they have had no experiences.

Students who attend a school that provides a lesser quality education or who cite vandalism as a problem in their school, are more likely to experience a broad variety of confrontations. Students whose school provides an excellent or good education have been involved in three to four angry scenes or confrontations during the past month. Students whose school provides an only fair or poor education have had five to six angry scenes or confrontations in the past month. In addition, one in ten students whose school provides an only fair or poor education has been threatened with a gun in the past month.

Students who cite vandalism as a problem in their school have experienced more angry scenes and confrontations (four or five on average), and physical fights (an average of three) in the past month. Those who do not believe vandalism is a problem in their school have experienced fewer of these incidents, and are more likely to have had *no* such experiences. For example, two in five (39%) students who do not view vandalism as a problem have not experienced angry scenes or confrontations in the past month, as compared with fewer than one in three (29%) students who cite vandalism as a problem in their school.

OBSERVATION: ***The causal relationship between the prevalence of violence, the quality of education a school provides, and the problems of vandalism is not entirely clear. However, there are clear interrelationships which educators must address when looking at the problem of violence in public schools.***

African-American and Hispanic students say they are more often involved in confrontational or violent incidents. A plurality (66%) of white students have not been in a physical fight in the past month, as compared with 37% of African-American and 49% of Hispanic students. More than one-fourth (28%) of African-American students do not know how many physical fights they have been involved in during the past month. African-American students (11%) are twice as likely to say they have been threatened by a gun at least once in the past thirty days as Hispanic (5%) or white (4%) students.

Boys and young men are more likely to be involved in angry or violent incidents. They had an average of five angry scenes and confrontations, and two or three physical fights in the past month. Girls and young women had three confrontations and one physical fight, on average, during that same period. Girls and young women are less likely to have been threatened with a gun; 3% say they have been threatened at least in the past month as compared with 8% of boys and young men.

Students from single parent households or in living arrangements with other adults (such as step-parents, foster parents or other relatives), are more likely than students who live in two parent households to have experienced serious incidents. Children and young adults in single parent households had four or five angry scenes or confrontations in school while students from dual parent households were involved in an average of three incidents in the past month. Nearly one in ten (9%) students from single parent households claims to have has been threatened by a gun at least once in the past month, as compared with 3% of students who live with both parents.

Students who say their parents are most often in contact with school more frequently experience angry scenes and confrontations. Students whose parents have at least 29 contacts with school each year have been in involved in six to seven angry confrontations in the past month. Only one in four of these students (26%) has not had a confrontation during the past thirty days, as compared with at *least* one in three students whose parents have less frequent contact with school.

OBSERVATION: ***These findings support the association noted earlier between very frequent parental contact with school, and students who have had problems in school. This may explain why students whose parents are most frequently in contact with school often have more in common with students whose parents have only minimal contact.***

Table 2-11

ANGRY SCENES OR CONFRONTATIONS

QUESTION: ***For each of the following items, record how many times they happened to you. In the last month ....***
How many times were you involved in an angry scene or confrontation with people your age?

		STUDENTS				
		STUDENT'S GRADES			STUDENT WAS A VICTIM	
	TOTAL	A'S AND B'S MOSTLY	B'S AND C'S MOSTLY	C'S, D'S AND F'S MOSTLY	WAS VICTIM	WAS NOT/ NOT SURE
	PERCENTAGE					
Never	[redacted]	39	28	19	23	[redacted]
At Least Once	[redacted]	41	45	54	53	[redacted]
Once	[redacted]	12	8	12	10	[redacted]
2 or More Times	[redacted]	29	37	41	43	[redacted]
Not Sure	[redacted]	20	28	27	24	[redacted]
BASE	[redacted]	1433	675	313	728	[redacted]

Table 2-12

PHYSICAL FIGHTS

QUESTION: ***For each of the following items, record how many times they happened to you. In the last month ....***
How many times did you end up involved in a physical fight?

		STUDENTS				
		STUDENT'S GRADES			STUDENT WAS A VICTIM	
	TOTAL	A'S AND B'S MOSTLY	B'S AND C'S MOSTLY	C'S, D'S AND F'S MOSTLY	WAS VICTIM	WAS NOT/ NOT SURE
	PERCENTAGE					
Never	[redacted]	68	51	46	52	[redacted]
At Least Once	[redacted]	20	29	34	31	[redacted]
Once	[redacted]	8	10	11	10	[redacted]
2 or More Times	[redacted]	11	19	23	20	[redacted]
Not Sure	[redacted]	13	20	20	17	[redacted]
BASE	[redacted]	1436	672	309	728	[redacted]

Table 2-13

THREATS WITH A KNIFE

QUESTION: ***For each of the following items, record how many times they happened to you. In the last month ....***
How many times did someone threaten you with a knife?

		STUDENTS				
		STUDENT'S GRADES			STUDENT WAS A VICTIM	
	TOTAL	A'S AND B'S MOSTLY	B'S AND C'S MOSTLY	C'S, D'S AND F'S MOSTLY	WAS VICTIM	WAS NOT/ NOT SURE
	PERCENTAGE					
Never	81	86	74	74	75	83
At Least Once	[illegible]	4	9	11	12	[illegible]
Once	[illegible]	2	5	6	5	[illegible]
2 or More Times	[illegible]	2	4	6	7	[illegible]
Not Sure	13	9	17	15	13	13
BASE	[illegible]	1437	673	309	724	1791

Table 2-14

THREATS WITH A GUN

QUESTION: ***For each of the following items, record how many times they happened to you. In the last month ....***
How many times did someone threaten you with a gun?

		STUDENTS				
		STUDENT'S GRADES			STUDENT WAS A VICTIM	
	TOTAL	A'S AND B'S MOSTLY	B'S AND C'S MOSTLY	C'S, D'S AND F'S MOSTLY	WAS VICTIM	WAS NOT/ NOT SURE
	PERCENTAGE					
Never	[illegible]	88	78	74	77	[illegible]
At Least Once	[illegible]	3	7	10	10	[illegible]
Once	[illegible]	2	3	5	5	[illegible]
2 or More Times	[illegible]	1	4	5	5	[illegible]
Not Sure	[illegible]	9	16	16	13	[illegible]
BASE	[illegible]	1432	672	310	725	[illegible]

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Table 2-15

ANGRY SCENES OR CONFRONTATIONS

QUESTION: *For each of the following items, record how many times they happened to you. In the last month ....*
How many times were you involved in an angry scene or confrontation with people your age?

STUDENTS

		QUALITY OF EDUCATION		SCHOOL VANDALISM		RACE OR ETHNICITY		
	TOTAL	EXCELLENT OR GOOD	FAIR OR POOR	HAS PROBLEMS	DOES NOT	WHITE	AFRICAN-AMERICAN	HISPANIC
	PERCENTAGE							
Never	[illegible]	36	23	[illegible]	[illegible]	36	22	30
At Least Once	[illegible]	43	48	[illegible]	[illegible]	44	43	43
Once	[illegible]	11	11	[illegible]	[illegible]	12	10	7
2 or More Times	[illegible]	32	37	[illegible]	[illegible]	33	33	35
Not Sure	[illegible]	21	30	[illegible]	[illegible]	19	35	29
BASE	[illegible]	1968	474	[illegible]	[illegible]	1643	247	384

Table 2-16

PHYSICAL FIGHTS

QUESTION: *For each of the following items, record how many times they happened to you. In the last month ....*
How many times did you end up involved in a physical fight?

STUDENTS

		QUALITY OF EDUCATION		SCHOOL VANDALISM		RACE OR ETHNICITY		
	TOTAL	EXCELLENT OR GOOD	FAIR OR POOR	HAS PROBLEMS	DOES NOT	WHITE	AFRICAN-AMERICAN	HISPANIC
	PERCENTAGE							
Never	[illegible]	63	46	[illegible]	[illegible]	66	37	49
At Least Once	[illegible]	23	31	[illegible]	[illegible]	22	34	32
Once	[illegible]	9	9	[illegible]	[illegible]	9	10	10
2 or More Times	[illegible]	14	22	[illegible]	[illegible]	13	25	22
Not Sure	[illegible]	14	23	[illegible]	[illegible]	12	28	19
BASE	[illegible]	1968	483	[illegible]	[illegible]	1640	247	388

Table 2-17

THREATS WITH A GUN

QUESTION: ***For each of the following items, record how many times they happened to you. In the last month ....***
How many times did someone threaten you with a gun?

		STUDENTS				
		QUALITY OF EDUCATION		RACE OR ETHNICITY		
	TOTAL	EXCELLENT OR GOOD	FAIR OR POOR	WHITE	AFRICAN-AMERICAN	HISPANIC
	PERCENTAGE					
Never	83	85	72	86	68	80
At Least Once	[illegible]	4	[illegible]	4	11	5
Once	[illegible]	2	[illegible]	2	5	2
2 or More Times	[illegible]	2	[illegible]	2	6	3
Not Sure	13	11	19	10	21	15
BASE	2516	1968	499	1641	248	365

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Table 2-18

ANGRY SCENES OR CONFRONTATIONS

QUESTION: ***For each of the following items, record how many times they happened to you. In the last month ....***
How many times were you involved in an angry scene or confrontation with people your age?

	STUDENTS										
		STUDENT GENDER		FAMILY			PARENTAL INVOLVEMENT – CONTACTS WITH SCHOOL IN PAST YEAR				
	TOTAL	MALE	FEMALE	BOTH PARENTS	SINGLE PARENT	OTHER	7 OR FEWER	8–14	15–21	22–28	29 OR MORE
	PERCENTAGE										
Never	33	27	39	37	29	25	32	32	36	38	26
At Least Once	44	48	39	42	24	51	38	48	47	47	56
Once	11	12	10	12	8	14	9	14	11	12	14
2 or More Times	32	36	29	31	36	37	29	34	35	35	42
Not Sure	24	26	22	21	27	24	30	20	18	15	19
BASE	2522	1176	1311	1496	509	423	1137	820	391	119	55

Table 2-19

Physical Fights

QUESTION: *For each of the following items, record how many times they happened to you. In the last month ....*
How many times did you end up involved in a physical fight?

		STUDENTS				
		STUDENT GENDER		FAMILY		
	TOTAL	MALE	FEMALE	BOTH PARENTS	SINGLE PARENT	OTHER
	PERCENTAGE					
Never	59	47	73	64	52	55
At Least Once	24	35	14	21	29	30
Once	9	13	5	9	8	10
2 or More Times	15	22	8	12	21	20
Not Sure	16	19	14	15	20	15
BASE	2517	1176	1307	1495	508	421

Table 2-20

Threats With a Gun

QUESTION: *For each of the following items, record how many times they happened to you. In the last month ....*
How many times did someone threaten you with a gun?

		STUDENTS				
		STUDENT GENDER		FAMILY		
	TOTAL	MALE	FEMALE	BOTH PARENTS	SINGLE PARENT	OTHER
	PERCENTAGE					
Never	82	78	87	86	76	82
At Least Once	5	7	2	3	9	7
Once	3	4	2	2	4	3
2 or More Times	3	4	1	1	5	4
Not Sure	13	15	10	11	15	11
BASE	2516	1174	1307	1498	505	421

One in five (21%) parents says his or her child has, at some time, been the victim of a violent incident that occurred in or around school. One in six (16%) students says he or she has been the victim of a violent incident that took place in or around school. As might be expected, older students are more likely to have had such experiences.

Students who say they have been victims of violence that took place in or around school have experienced a wide variety of violent events. Most common are fights (17%), being pushed, shoved, grabbed or slapped (10%), being kicked, bit or hit with a fist (7%), and threats or intimidation (7%). Older students, in grades ten to twelve, are more likely to have been in fights (22%) and to have been threatened or intimidated (10%). They are also more frequently involved in traumatic or potentially fatal confrontations; one in twenty (6%) claims to have been assaulted with knife or gun, or beaten by a group or gang (4%).

Students whose school provides an only fair or poor education are more frequently the victims of fights (20%), assaults with weapons (7%) and other objects (4%). African-American students and white students who have been victims of violence have experienced different types of violence. For example, fewer African-American students (3%) have been hurt because of kicking, biting or punching, as compared with white students (9%), but they are somewhat more likely to have been assaulted with a knife or gun (6%) than their white (3%) peers.

Boys and young men are more often victims of such violent incidents than are girls and young women. Girls and young women most often cite being pushed, shoved, grabbed or slapped (17%) while boys most often mention fights (20%). Girls and young women are more than twice as likely to mention threats and intimidation (11% vs 4%),while boys and young men more often cite assaults with a weapon (5% vs 2% of girls).

Table 2-21

VICTIM OF A VIOLENT INCIDENT IN OR AROUND SCHOOL

QUESTION: ***(Has your child)/Have you ever been a victim of a violent incident that occurred in or around school, or not?***

	TOTAL		ELEMENTARY		JUNIOR HIGH		HIGH SCHOOL	
	PARENTS	STUDENTS	PARENTS	STUDENTS	PARENTS	STUDENTS	PARENTS	STUDENTS
	PERCENTAGE							
Have Been a Victim	21	16	20	15	22	16	24	18
No, Have Not	78	76	80	75	78	77	76	78
Not Sure	*	8	–	11	*	7	–	4
BASE	1011	2571	497	1079	277	682	233	810

*Less than 0.5%

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Table 2-22

TYPE OF VIOLENT INCIDENT

QUESTION: ***If you have been the victim of a violent incident that happened in or around school, please describe what happened.***

Base: Have been a victim or have been physically hurt

		STUDENTS		
		GRADE LEVEL		
	TOTAL	3–6	7–9	10–12
	PERCENTAGE			
Fights (Unspec)	17	14	17	22
Pushed, Shoved, Grabbed or Slapped	10	11	10	8
Kicked, Bit or Hit with a Fist	7	10	4	6
Threatened or Intimidated	7	3	10	10
Assaulted with a Knife or Gun	4	1	6	6
Beaten Up by Group or Gang	3	2	4	4
Threatened with a Knife or Gun	2	3	*	4
Hit with an Object (Rock, Stick)	2	3	2	1
All Others	3	*	2	7
No Incidents/ Nothing Happened	9	17	2	4
Not Sure	43	44	51	35
BASE	643	291	162	190

*Less than 0.5%

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Table 2-23

TYPE OF VIOLENT INCIDENT

QUESTION: ***If you have been the victim of a violent incident that happened in or around school, please describe what happened.***

Base: Have been a victim or have been physically hurt

		STUDENTS						
		QUALITY OF EDUCATION		STUDENT GENDER		RACE OR ETHNICITY		
	TOTAL	EXCELLENT OR GOOD	FAIR OR POOR	MALE	FEMALE	WHITE	AFRICAN-AMERICAN	HISPANIC
	PERCENTAGE							
Fights (Unspec)	17	17	20	20	13	19	14	16
Pushed, Shoved, Grabbed or Slapped	10	11	8	6	17	11	10	5
Kicked, Bit or Hit with a Fist	7	8	6	7	8	9	3	5
Threatened or Intimidated	7	7	6	4	11	8	5	6
Assaulted with a Knife or Gun	4	2	7	5	2	3	6	4
Beaten Up by Group or Gang	3	3	2	3	2	3	1	3
Threatened with a Knife or Gun	2	3	2	2	2	2	8	1
Hit with an Object (Rock, Stick)	[illegible]	2	4	3	1	2	3	1
All Others	[illegible]	2	4	1	5	3	1	2
No Incidents/ Nothing Happened	[illegible]	11	5	8	11	8	14	17
Not Sure	43	43	43	46	39	40	36	47
BASE	[illegible]	463	161	372	258	399	57	120

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Attention Following a Violent Incident

One in five students who have been victims of violent incidents or have been physically hurt while in or around school, required medical attention because of that experience. High school students, perhaps because of greater potential for conflicts to escalate, are more likely to require medical attention. While parents and students generally agree about when medical attention is required, parents are more likely to believe their child needs counseling or therapy as result of a violent incident that occurred in or around school. One in five parents whose child was a victim of violence says his or her child needed counseling. Though still a sizable proportion, fewer (13%) students believe they were in need of such counseling. While parents of high school students are most likely to think their child needs counseling, high school students who have themselves been victims are *least* likely to think they needs such help (10%).

Students who have been victims of violence and have felt that they required some kind of counseling or assistance, do not always receive equal follow up and attention. Students who assess the education their school provides as only fair or poor are more likely (24%) to say they needed and were unable to get counseling after their experience. Similarly, students who perceive vandalism as a problem in their school are twice as likely to have gone without the counseling they believed they needed, 21% compared with 9% of students who say vandalism is not a problem in their school.

OBSERVATION: ***As seen earlier, students' concerns about the quality of education in their school and the physical upkeep of their school building are strongly associated with their experiences as victims of violence in school. As with communities as a whole, deterioration of the physical surroundings may be an indicator of other more pressing problems, such as higher levels of violence and an inability to effectively care for victims as well as perpetrators of violence. As discussed later, in greater detail, a student who has been the victim of a violent incident in or around school has very different relationships with others and perceives his or her school life differently.***

Among those who have been victims of violence, girls and young women are more likely (22%) to say they needed counseling and were unable to get it, while boys and young men are more likely to believe they did not need counseling (71%). In addition, students whose parents are least involved with school (seven or fewer contacts per year), or are most often in communication with school (29 or more contacts per year) are most likely to say they were unable to receive the counseling they thought they needed.

Table 2-24

REQUIRED MEDICAL ATTENTION BECAUSE OF AN INCIDENT

QUESTION: ***Have you ever needed medical attention because of a violent incident that occurred in or around school, or not?***

Base: Have been a victim or have been physically hurt

	TOTAL		ELEMENTARY		JUNIOR HIGH		HIGH SCHOOL	
	PARENTS	STUDENTS	PARENTS	STUDENTS	PARENTS	STUDENTS	PARENTS	STUDENTS
	PERCENTAGE							
Yes, Required Medical Attention	20	21	20	22	15	18	27	22
No, Did Not	80	72	80	47	85	76	73	76
Not Sure	–	8	–	11	–	7	–	2
BASE	103	745	52	366	32	175	19	204

Table 2-25

REQUIRED COUNSELING OR THERAPY

QUESTION: ***Have you ever needed counseling or therapy as a result of a violent incident that occurred in or around school, or not?***

Base: Have been a victim or have been physically hurt

	TOTAL		ELEMENTARY		JUNIOR HIGH		HIGH SCHOOL	
	PARENTS	STUDENTS	PARENTS	STUDENTS	PARENTS	STUDENTS	PARENTS	STUDENTS
	PERCENTAGE							
Yes, Required Counseling or Therapy	19	13	16	12	24	17	20	10
No, Did Not	80	80	83	78	76	80	79	86
Not Sure	1	7	1	10	–	4	1	4
BASE	210	744	101	365	56	175	53	204

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Table 2-26

UNABLE TO GET COUNSELING WHEN IT WAS NEEDED

QUESTION: ***Have you ever felt that you needed guidance or counseling but you were unable to get it, or not?***

Base: Have been a victim or have been physically hurt

		STUDENTS			
		QUALITY OF EDUCATION		SCHOOL VANDALISM	
	TOTAL	EXCELLENT OR GOOD	FAIR OR POOR	HAS PROBLEMS	DOES NOT
	PERCENTAGE				
Needed Counseling But Did Not Get It	17	15	24	21	9
Did Not Need Counseling	69	73	60	66	79
Not Sure	14	12	16	13	11
BASE	742	532	184	493	219

Table 2-27

UNABLE TO GET COUNSELING WHEN IT WAS NEEDED

QUESTION: ***Have you ever felt that you needed guidance or counseling but you were unable to get it, or not?***

Base: Have been a victim or have been physically hurt

		STUDENTS						
		STUDENT GENDER		PARENTAL INVOLVEMENT -- CONTACTS WITH SCHOOL IN PAST YEAR				
	TOTAL	MALE	FEMALE	7 OR FEWER	8–14	15–21	22–28	29 OR MORE
	PERCENTAGE							
Needed Counseling But Did Not Get It	17	15	22	20	16	12	11	38
Did Not Need Counseling	69	71	65	65	70	77	78	51
Not Sure	14	14	13	15	13	10	11	12
BASE	742	434	294	325	244	115	41	17

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Students Who Have Been Victims of Violence

Some students are at greater risk than others of being hurt in school, or of becoming the victims of a violent incident. As compared with students who have had no violent experiences, boys and young men (57% vs. 47%) are more likely to be victims. Students with lower grades are twice as likely to be victims of violence (20% vs. 10%). Students who experience physical harm or violence while in or around school are more likely to be junior high (35% vs. 29%) or high school students (38% vs. 23%). They are more likely to attend a school that provides a lesser quality education (33% vs. 13%), or a school that has problems with vandalism (67% vs. 55%). However, students who have been victims of violent incidents in or around school are *not* more likely to attend urban public schools, and only somewhat higher proportions are minorities (24% vs. 19%). Victims of violence more often live in single parent households or with others, such as step-parents, foster parents, or other relatives.

OBSERVATION: ***Children and young adults who are at greater risk of becoming victims of violence and those who have already experienced violence are more closely involved in confrontations at every level, as a witness or participant. These students often display attitudes and behaviors that place them at greater risk of experiencing violence, including such behavior as a lack of trust in others and a lack of respect for their peers.***

Table 2-28

Profile of Students Who Have Been Victims of Violence In or Around School

	WAS A VICTIM	WAS NOT
	PERCENTAGE	
Grade Level:		
3 to 6	27	48
7 to 9	35	29
10 to 12	38	23
School Location:		
Urban	28	27
Suburban	39	36
Rural	33	37
Gender:		
Male	57	47
Female	41	51
Race or Ethnicity:		
White	67	67
African-American	13	10
Hispanic	11	9
Quality of Education:		
Excellent or Good	63	84
Fair or Poor	33	13
School Vandalism:		
Has Problems	67	55
Does Not	28	39
Student's Grades:		
A's and B's Mostly	45	62
B's and C's Mostly	32	26
C's, D's and F's Mostly	20	10
Who They Live With:		
Both Parents	56	62
Single Parent	20	16
Other	22	21
Parental Involvement — Contacts With School:		
7 or Fewer	49	42
8 to 14	30	34
15 to 21	15	17
22 to 28	3	5
29 or More	2	2
BASE	746	1841

Taking Steps to Avoid Violence

Whether they have been hurt in the past or not, a great many (44%) students take deliberate steps to avoid being hurt when they are in or around school. Parents have an accurate general understanding of the extent to which children and young adults modify their own behavior in order to avoid violence. However, high school students themselves say they take deliberate steps less often than parents think they do, 37% vs 45%. Considerable proportions (20%) of students could not say whether they deliberately change their behavior in order to avoid violence.

Parents and students both say that children and young adults are most likely to avoid talking to or spending time with certain students, 26% and 31% respectively. One in three (28%) students says he or she does not go to certain streets or neighborhoods when going to or from school. Further, one in four (24%) students says he or she makes sure to walk through certain neighborhoods only in the company of others. Parents are half as likely to think their child completely avoids particular neighborhoods and none mention that their child only walks through certain neighborhoods with others. A high school student comments on the steps (s/he) takes in order to avoid violence:

"You don't take no short cuts. You walk the long way. You walk with a crowd. You don't walk by yourself. You cannot avoid violence. Violence finds you."

Conversely, one-fifth of parents think their children talk to teachers, administrators and school staff as a way to avoid becoming a victim of violence. No students mention this measure as a step they take in order to be safe in or around school. Other steps mentioned by seventh to twelfth grade students include: keeping to themselves (10%), staying with friends (4%) and displaying a nice or friendly attitude (4%). Younger students, in grades seven to nine, are more likely to walk away from confrontations (17%) than are their older peers in high school (11%).

Table 2-29

STUDENTS TAKING DELIBERATE STEPS TO AVOID VIOLENCE

QUESTION: ***(Has your child)/Have you ever taken deliberate steps to avoid being the victim of a violent incident or around school, or not?***

	TOTAL		ELEMENTARY		JUNIOR HIGH		HIGH SCHOOL	
	PARENTS	STUDENTS	PARENTS	STUDENTS	PARENTS	STUDENTS	PARENTS	STUDENTS
	PERCENTAGE							
Yes, Have Taken Deliberate Steps	44	41	42	42	47	44	45	37
No, Have Not	54	39	57	35	49	35	52	48
Not Sure	3	20	2	23	4	21	3	15
BASE	1011	[illegible]	497	1047	277	679	233	802

Table 2-30

Types of Steps Students Take to Avoid Violence

QUESTION: ***Have you done any of the things listed below in order to be safe when you are in or around school?***

Base for parents: Child has taken deliberate steps to avoid being victim of violent incident in or around school

	TOTAL		ELEMENTARY		JUNIOR HIGH		HIGH SCHOOL	
	PARENTS	STUDENTS	PARENTS	STUDENTS	PARENTS	STUDENTS	PARENTS	STUDENTS
	PERCENTAGE							
Don't wear certain colors	1	13	1	15	–	15	–	7
Don't wear certain types of clothing (such as designer tennis shoes or leather jackets)	1	14	–	17	*	15	2	9
Don't go to certain streets or neighborhoods going to or from school	14	28	11	31	14	28	19	23
Don't go to certain areas in the school building (such as staircases or bathrooms)	13	13	9	15	16	13	20	11
Don't talk or spend time with (other/certain) students	26	31	24	28	28	35	29	31
Don't walk alone on certain streets or neighborhoods around school	–	24	–	28	–	25	–	15
Don't look around when I walk in halls at school	2	11	3	13	2	10	3	8
Don't look around when I walk in the neighborhood	4	12	4	16	5	10	2	6
Talks to teachers, counselors, administrators or other school staff	22	–	25	–	22	–	17	–
Walks away from potential trouble/Confrontation	15	–	16	–	15	–	13	–
Don't do any of these things	–	32	–	34	–	26	–	36
All Others	13	–	15	–	13	–	10	–
Not Sure	2	14	2	14	2	13	–	15
BASE	419	2289	196	1014	121	623	100	652

70

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Table 2-31

OTHER STEPS TAKEN TO AVOID VIOLENCE

QUESTION: ***Please describe any other things you have done in or around school in order to avoid becoming involved in a violent event?***

Base: Grades 7-12

		STUDENTS	
		GRADE LEVEL	
	TOTAL	7-9	10-12
	PERCENTAGE		
Walk Away from Potential Trouble/ Avoid Confrontation	14	17	11
Keep to Myself	10	10	9
Stay with Friends	4	5	3
Display Nice/ Friendly Attitude	4	4	4
All Others	5	6	4
Never Involved in Violence	7	6	8
Not Sure	58	56	61
BASE	1085	537	548

The Impact of Personal Experiences

Parents are more likely to believe that children and young adults will be adversely affected by their experiences with violence. Though only a minority have had problems, it is alarming that children have felt negative repercussions because of their experiences with violence. Parents and students both believe that because of such incidents students are likely to distrust one another. More than half of parents (54%) whose children have been the victims of violence and two in five (41%) seventh to twelfth grade students say that because of violence or threat of violence they (or their children) do not trust other students. Many students and parents say that because of violence in or around school, they (or their children) are less respectful of other students, 22% and 33% respectively. One in three parents whose child has been the victim of school violence believes that when his or her child was physically hurt by someone else he or she did not want to talk about what happened.

The Impact on High Risk Students as Compared With Others

Students who are at greater risk of becoming victims of violence and those who have had experiences with violence, are more likely than other students to experience negative repercussions because of a fear of violence. Sizable proportions of students who have been victims, of those with generally lower grades or who attend a school that provides a lesser quality education, exhibit types of behavior and concerns that further increase the potential for conflict. A lack of trust and disrespect of others may leave a student more vulnerable and may increase the possibility that he or she will overreact or misjudge disagreements and conflicts with other students.

Students generally (88%) do not believe that their experiences with violence have affected their grades. However, students who evaluate the quality of education they receive as only fair or poor are twice as likely to believe their grades have been affected as students whose school provides an excellent or good education (11% vs. 5%). Eight percent of students whose school has a problem with vandalism believe that concerns about violence or the threat of violence have affected their grades. By contrast, only 3% of students who say vandalism is not a problem in their school believe this statement is true.

One-third (34%) of students who have been victims of violent incidents say that because of their experiences they are less respectful of other students, as compared with 15% of students who have never been victims of violence. Likewise, students who say their school has a problem with vandalism more often agree with this statement; 27% as contrasted with 13% of students who do not think vandalism is a problem. Young adults who believe their school provides an only fair or poor education more often agree with this statement than students who positively evaluate the education they receive.

More than half (53%) of all students who have been victims of violence say that because of their experiences and the threat of violence they do not trust other students. Similar proportions of students with generally poor grades (50%) and of those whose school provides an only fair or poor education (55%), believe this statement is true: "I do not trust other students."

High risk students and those who have already been victims of violence are also more likely to agree with the statement: "When I have been physically hurt by someone else I have not wanted to talk about what happened." One in four students with generally poor grades (25%) believes this statement is true, as contrasted with one in ten students with very good grades (12%). Likewise, those who have been victims of violent incidents are more likely than those who have not to believe this statement is true for them, 22% vs 13%.

Table 2-32

STUDENT REACTION TO THREAT OF VIOLENCE OR VIOLENT INCIDENTS

QUESTION: ***(Children)/People may react in a number of different ways to the threat of violence or when they have been the victim of a violent incident. For each of the following statements, mark whether or not it is true for you.***
... True ...

Base for students: Grades 7-12
Base for parents: Child has been victim of violent incident in or around school

	TOTAL		ELEMENTARY	JUNOIR HIGH		HIGH SCHOOL	
	PARENTS	STUDENTS	PARENTS	PARENTS	STUDENTS	PARENTS	STUDENTS
	PERCENTAGE						
Worrying about getting hurt in or around school has affected my grades	32	7	31	28	9	38	5
Because of violence in or around my school, I am less respectful of other students	33	22	30	38	21	32	23
I do not trust other students	54	41	46	59	36	63	46
I am not interested in getting a higher education	26	8	23	28	9	31	7
Sometimes I have trouble sleeping because I am worried about violence	22	9	26	20	13	16	6
When I have been physically hurt by someone else I have not wanted to talk about what happened	31	16	32	27	19	35	12
BASE	210	1505	101	56	692	53	813

Table 2-33

DECLINE IN ACADEMIC PERFORMANCE

QUESTION: *(Children)/People may react in a number of different ways to the threat of violence or when they have been the victim of a violent incident. For each of the following statements, mark whether or not it is true for you.*
... Worrying about getting hurt in or around school has affected my grades ....

Base for students: Grades 7-12
Base for parents: Child has been victim of violent incident in or around school

		STUDENTS			
		QUALITY OF EDUCATION		SCHOOL VANDALISM	
	TOTAL	EXCELLENT OR GOOD	FAIR OR POOR	HAS PROBLEMS	DOES NOT
	PERCENTAGE				
True	7	5	11	8	3
False	88	91	82	87	93
Not Sure	5	4	7	5	4
BASE	1493	1093	371	980	452

Table 2-34

LESS RESPECTFUL TO OTHER STUDENTS

QUESTION: *(Children)/People may react in a number of different ways to the threat of violence or when they have been the victim of a violent incident. For each of the following statements, mark whether or not it is true for you.*
... Because of violence in or around my school, I am less respectful of other students ....

Base for students: Grades 7-12
Base for parents: Child has been victim of violent incident in or around school

		STUDENTS					
		QUALITY OF EDUCATION		SCHOOL VANDALISM		STUDENT WAS A VICTIM	
	TOTAL	EXCELLENT OR GOOD	FAIR OR POOR	HAS PROBLEMS	DOES NOT	WAS VICTIM	WAS NOT/ NOT SURE
	PERCENTAGE						
True	22	17	34	27	13	34	15
False	71	77	59	67	82	60	78
Not Sure	7	6	7	7	5	6	7
BASE	1493	1093	371	980	452	548	940

Table 2-35

LACK OF TRUST OF OTHER STUDENTS

QUESTION: *(Children)/People may react in a number of different ways to the threat of violence or when they have been the victim of a violent incident. For each of the following statements, mark whether or not it is true for you.*
... I do not trust other students ....

Base for students: Grades 7-12

Base for parents: Child has been victim of violent incident in or around school

		STUDENTS				
		STUDENT'S GRADES			STUDENT WAS A VICTIM	
	TOTAL	A'S AND B'S MOSTLY	B'S AND C'S MOSTLY	C'S, D'S AND F'S MOSTLY	WAS VICTIM	WAS NOT/ NOT SURE
	PERCENTAGE					
True	41	37	44	50	58	34
False	49	52	46	42	39	54
Not Sure	10	11	10	8	8	12
BASE	1490	753	451	225	549	937

Table 2-36

LACK OF TRUST OF OTHER STUDENTS

QUESTION: *(Children)/People may react in a number of different ways to the threat of violence or when they have been the victim of a violent incident. For each of the following statements, mark whether or not it is true for you.*
... I do not trust other students ....

Base for students: Grades 7-12

Base for parents: Child has been victim of violent incident in or around school

		STUDENTS			
		QUALITY OF EDUCATION		SCHOOL VANDALISM	
	TOTAL	EXCELLENT OR GOOD	FAIR OR POOR	HAS PROBLEMS	DOES NOT
	PERCENTAGE				
True	41	37	55	45	34
False	49	53	34	44	57
Not Sure	10	10	11	11	9
BASE	1490	1091	370	[illegible]	451

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Table 2-37

HESITANCY TO DISCUSS VIOLENT INCIDENTS

QUESTION: *(Children)/People may react in a number of different ways to the threat of violence or when they have been the victim of a violent incident. For each of the following statements, mark whether or not it is true for you.*

... When I have been physically hurt by someone else I have not wanted to talk about what happened ....

Base for students: Grades 7-12

Base for parents: Child has been victim of violent incident in or around school

		STUDENTS				
		STUDENT'S GRADES			STUDENT WAS A VICTIM	
	TOTAL	A'S AND B'S MOSTLY	B'S AND C'S MOSTLY	C'S, D'S AND F'S MOSTLY	WAS VICTIM	WAS NOT/ NOT SURE
	PERCENTAGE					
True	16	12	17	25	22	13
False	74	80	70	68	69	78
Not Sure	10	8	13	7	10	10
BASE	1400	754	450	225	548	938

CHAPTER 3: PARENTS RELATIONS WITH THEIR CHILDREN AND SCHOOL

Many parents of school age children believe that a majority of their peers fail to live up to their responsibilities as parents. Parents who are least involved in their child's school life, through school events, meetings or individual conversations with school staff, are most critical of their peers. In particular, with regard to disciplining children and motivating them to want to learn in school. A majority of parents believe, as well, that most of their peers fail to show respect for teachers.

Despite these criticisms, parents often say they are personally involved in school life. Students do not agree; they are more likely to think their parents have only minimal communications with school and that many parents never take part in activities such as parents' meetings and individual discussions with teachers or other school staff. Likewise, children and young adults say they confide in their parents less often than parents believe. In particular, students hesitate to discuss personal problems with their parents because they doubt their parents' ability to help, or believe their parents are not interested or do not have time.

Parental Responsibilities

More than half of parents believe that a majority of their peers leave their children alone too much after school (56%) and fail to discipline their children (55%). Nearly as many believe that a majority of parents take too little interest in their children's education (47%) and fail to motivate their children to want to learn in school (46%).

African-American, Hispanic, and younger parents are harshest in their judgement of their peers. One in four African-American parents (26%), and of those under the age of thirty (23%), thinks most parents take too little interest in their children's education. By contrast, a lesser 15% of parents forty years old or older, and 14% of white parents believe this is true for most parents.

Similarly, one in four parents under the age of thirty (24%), African-American (26%), and Hispanic (23%) parents believe that most parents leave their children alone too much after school. These same parents are more likely to think most of their peers fail to motivate their children to want to learn in school. Specifically, 22% of parents under the age of thirty believe this is true of most parents, as compared with 15% of parents who are forty years of age or older. As compared to older parents, younger parents are more likely to believe most of their peers fail to discipline their children, 34% vs 19% of those forty and older. Regardless of their age, race, or ethnicity, only small proportions of parents believe these criticisms apply to only a few of their peers. For example, 14% believe only a few parents leave their children alone too much after school, or fail to discipline their children.

Table 3-1

PARENTAL RESPONSIBILITIES

QUESTION: ***Let me ask you about some criticisms that are sometimes made of parents. How many parents do you think (READ EACH ITEM) … most, many, some, or only a few?***

	PARENTS		
	MAJORITY (MOST OR MANY)	MINORITY (SOME OR ONLY A FEW)	NOT SURE
	PERCENTAGE		
Leave their children alone too much on their own after school	56	43	1
Fail to discipline their children	55	44	1
Take too little interest in their children's education	47	53	*
Fail to motivate their children so that they want to learn in school	46	53	1
Fail to show respect for teachers	33	66	1

*Less than 0.5%

Table 3-2

TAKING AN INTEREST IN CHILDREN'S EDUCATION

QUESTION: ***Let me ask you about some criticisms that are sometimes made of parents. How many parents do you think ….***
Take too little interest in their children's education — most, many, some, or only a few?

		PARENTS					
		AGE OF PARENT			RACE OR ETHNICITY		
	TOTAL	UNDER 30	30–39	40 OR OVER	WHITE	AFRICAN-AMERICAN	HISPANIC
	PERCENTAGE						
Most	16	23	16	15	14	26	16
Many	31	18	37	28	33	24	22
Some	32	27	31	33	34	24	34
Only A Few	21	32	16	23	20	25	28
Not Sure	*	–	–	1	*	1	–
BASE	1011	61	381	563	812	128	61

*Less than 0.5%

Table 3-3

LEAVING CHILDREN ALONE AFTER SCHOOL

QUESTION: ***Let me ask you about some criticisms that are sometimes made of parents. How many parents do you think ....***
Leave their children alone too much on their own after school — most, many, some, or only a few?

		PARENTS					
		AGE OF PARENT			RACE OR ETHNICITY		
	TOTAL	UNDER 30	30–39	40 OR OVER	WHITE	AFRICAN-AMERICAN	HISPANIC
	PERCENTAGE						
Most	[illegible]	24	21	18	18	26	23
Many	[illegible]	29	35	39	39	34	23
Some	[illegible]	33	30	27	30	22	22
Only A Few	14	13	14	15	13	16	32
Not Sure	1	1	*	1	1	1	–
BASE	1011	61	381	563	812	128	61

*Less than 0.5%

Table 3-4

MOTIVATING CHILDREN TO LEARN IN SCHOOL

QUESTION: ***Let me ask you about some criticisms that are sometimes made of parents. How many parents do you think ....***
Fail to motivate their children so that they want to learn in school — most, many, some, or only a few?

		PARENTS					
		AGE OF PARENT			RACE OR ETHNICITY		
	TOTAL	UNDER 30	30–39	40 OR OVER	WHITE	AFRICAN-AMERICAN	HISPANIC
	PERCENTAGE						
Most	17	22	17	15	14	24	19
Many	[illegible]	27	30	30	32	22	24
Some	[illegible]	25	36	36	38	27	29
Only A Few	18	25	16	18	15	26	27
Not Sure	1	–	–	2	*	1	–
BASE	[illegible]	61	381	563	812	128	61

*Less than 0.5%

Table 3-5

DISCIPLINING CHILDREN

QUESTION: ***Let me ask you about some criticisms that are sometimes made of parents. How many parents do you think ....***
Fail to discipline their children — most, many, some, or only a few?

	PARENTS						
		AGE OF PARENT			RACE OR ETHNICITY		
	TOTAL	UNDER 30	30–39	40 OR OVER	WHITE	AFRICAN-AMERICAN	HISPANIC
	PERCENTAGE						
Most	[redacted]	34	21	19	20	26	21
Many	[redacted]	24	37	33	36	31	36
Some	[redacted]	27	29	31	32	20	19
Only A Few	[redacted]	16	13	16	11	22	23
Not Sure	[redacted]	–	*	1	1	1	–
BASE	[redacted]	61	351	563	812	120	61

*Less than 0.5%

Parents who negatively assess the quality of education their child's school provides, those who worry about their child's safety, and those who are least involved in school are more likely to assess their peers negatively. Roughly one in four parents who believes his or her child's school provides an only fair or poor education thinks most parents leave their children alone too often after school (27%), take too little interest in their children's education (23%), and fail to motivate their children to want to learn in school (22%). One-third (31%) of these same parents think most of their peers fail to discipline their children. By contrast, only 14% of parents who assess their school's education as good or excellent believe that most parents take too little interest in their children's education, and only 15% think most parents fail to motivate their children to want to learn in school.

OBSERVATION: ***These disparities may reflect the opinion that a school's inability to provide a good education is, in part, the result of parental failure to become involved in school and failure by parents to take responsibility for their children's behavior.***

The extent to which parents are in contact with school, through individual communications, notes, and parents' meetings, often impacts parents' opinions of their peers. One-fifth of parents who say they have 22 or more contacts with their child's school each year believe most other parents take too little interest in their children's education. Parents who worry about their child's safety are twice as likely (20%) as those who do not worry (11%) to believe this is true of most parents.

Parents who have more contacts with their child's school are somewhat more likely to think other parents fail to motivate their children to want to learn in school. Half (49%) of parents who say they have 29 or more contacts with their child's school each year believe this is true for a majority of their peers, as compared with 44% of parents who have seven or fewer contacts with the school.

Table 3-6

Leaving Children Alone After School

QUESTION: ***Let me ask you about some criticisms that are sometimes made of parents. How many parents do you think .... Leave their children alone too much on their own after school — most, many, some, or only a few?***

		PARENTS								
		QUALITY OF EDUCATION		WORRIED ABOUT CHILD'S SAFETY		PARENTAL INVOLVEMENT–CONTACTS WITH SCHOOL IN PAST YEAR				
	TOTAL	EXCELLENT OR GOOD	FAIR OR POOR	VERY OR SOMEWHAT	NOT VERY/ NOT AT ALL	7 OR FEWER	8–14	15–21	22–28	29 OR MORE
	PERCENTAGE									
Most	20	[illegible]	[illegible]	26	11	32	25	17	18	21
Many	36	[illegible]	[illegible]	35	39	24	27	36	50	38
Some	28	[illegible]	[illegible]	26	32	21	28	32	26	30
Only A Few	14	[illegible]	[illegible]	13	17	21	19	14	10	12
Not Sure	1	[illegible]	[illegible]	1	1	2	1	1	–	*
BASE	1011	[illegible]	[illegible]	527	480	73	220	290	201	168

*Less than 0.5%

Table 3-7

Taking an Interest in Children's Education

QUESTION: ***Let me ask you about some criticisms that are sometimes made of parents. How many parents do you think ....***
Take too little interest in their children's education — most, many, some, or only a few?

		PARENTS								
		QUALITY OF EDUCATION		WORRIED ABOUT CHILD'S SAFETY		PARENTAL INVOLVEMENT– CONTACTS WITH SCHOOL IN PAST YEAR				
	TOTAL	EXCELLENT OR GOOD	FAIR OR POOR	VERY OR SOMEWHAT	NOT VERY/ NOT AT ALL	7 OR FEWER	8–14	15–21	22–28	29 OR MORE
	PERCENTAGE									
Most	16	14	23	20	11	14	14	13	20	19
Many	31	32	29	31	31	25	26	32	35	33
Some	32	32	30	29	35	30	32	34	31	28
Only A Few	21	22	18	19	23	29	28	20	15	19
Not Sure	*	*	1	1	–	1	–	1	–	–
BASE	1011	763	225	527	480	73	220	299	251	168

*Less than 0.5%

Table 3-8

MOTIVATING CHILDREN TO LEARN IN SCHOOL

QUESTION: *Let me ask you about some criticisms that are sometimes made of parents. How many parents do you think ....*
Fail to motivate their children so that they want to learn in school — most, many, some, or only a few?

		PARENTS								
		QUALITY OF EDUCATION		WORRIED ABOUT CHILD'S SAFETY		PARENTAL INVOLVEMENT– CONTACTS WITH SCHOOL IN PAST YEAR				
	TOTAL	EXCELLENT OR GOOD	FAIR OR POOR	VERY OR SOMEWHAT	NOT VERY/ NOT AT ALL	7 OR FEWER	8–14	15–21	22–28	29 OR MORE
	PERCENTAGE									
Most	17	[illegible]	[illegible]	22	11	20	15	15	17	19
Many	30	[illegible]	[illegible]	39	31	23	26	28	38	30
Some	35	[illegible]	[illegible]	23	38	25	38	38	36	28
Only A Few	18	[illegible]	[illegible]	16	20	29	20	17	9	22
Not Sure	1	1	1	1	1	2	1	1	*	1
BASE	1011	[illegible]	[illegible]	527	480	73	220	299	251	168

*Less than 0.5%

Table 3-9

DISCIPLINING CHILDREN

QUESTION: ***Let me ask you about some criticisms that are sometimes made of parents. How many parents do you think ....***
Fail to discipline their children — most, many, some, or only a few?

		PARENTS								
		QUALITY OF EDUCATION		WORRIED ABOUT CHILD'S SAFETY		PARENTAL INVOLVEMENT–CONTACTS WITH SCHOOL IN PAST YEAR				
	TOTAL	EXCELLENT OR GOOD	FAIR OR POOR	VERY OR SOMEWHAT	NOT VERY/ NOT AT ALL	7 OR FEWER	8–14	15–21	22–28	29 OR MORE
	PERCENTAGE									
Most	21	[illegible]	31	24	18	29	23	20	19	21
Many	34	34	32	34	33	29	29	35	39	32
Some	30	31	[illegible]	27	33	19	32	28	33	31
Only A Few	14	10	10	14	15	20	15	16	9	16
Not Sure	1	1	[illegible]	1	1	3	1	1	*	–
BASE	1011	723	[illegible]	527	480	73	220	290	251	168

*Less than 0.5%

84

Relations Between Children and Their Parents

Students and parents have considerably different views about the extent to which they believe children and adolescents talk to their parents about problems they have with other students. While few parents (13%) think their children hardly ever or never talk to them about problems or disagreements they have had in school, more than one-third (37%) of students say they hardly ever or never speak to their parents about such things. This is most common among high school students; 43% say they hardly ever or never talk to their parents about problems or disagreements with other students. Though parents are overly optimistic about the extent to which their children talk to them, they do agree with students that younger children are more likely than adolescents to discuss such issues with their parents.

When young children and teens hesitate to speak to their parents about problems they have with school or with other students it is most often because they prefer to talk with friends (55%). However, sizable proportions of children and young adults hesitate to discuss such problems with their parents because they think adults do not understand their problems (36%) or that their parents cannot help (23%). More than one in ten students (12%) thinks his or her parents are not interested in their problems or are too busy to listen.

A high school student was asked: *What kinds of things do you think parents can do to make their children's schools safer?*

The student's answer: *"You know, they should teach their kids to squash-it...not get crazy and start fights."*

Students at greater risk of being victims of violence most often have skeptical opinions about their parents and adults in general. While one-third (33%) of students with very good grades (who do not always talk to their parents) believe that adults do not understand their problems, nearly half (46%) of students with generally poor grades think this is true. Similarly, one in three (31%) students with a generally poor grades believes his or her parents cannot help, as compared with one in five (21%) students with the highest grades (mostly A's and B's).

Boys and young men, and children who live in single parent households are also less likely to discuss problems with their parents because of skepticism about adults' abilities or willingness to help. For example, one-fourth of children of single parent households (26%) believe their parents cannot help. Students in other living arrangements, such as living with a step-parent, foster parent or other relative, are more likely to believe that parents or adults cannot help, or will not understand their problems.

Most disturbing are the differences between students who have and have not been victims of violence. When asked why they do not talk about their problems in school or disagreements with other students, those who have been victims are more likely to believe their parents cannot help (29%), that adults do not understand their problems (47%), that they will get in trouble (22%), and that their parents are not interested or are too busy to help them (17%).

Concern About Parental Love

When asked, students who have been victims of violence and those at greater risk of being victims are more likely to express concern about relations with their parents. One-fourth of students (25%) say they sometimes wonder if their parents really love them. This is most frequent among those who have been victims of violence or have been physically hurt while in or around school (31%), and among students with generally poor grades (32%). Similar disparities exist between students who live with both parents and those who live in other arrangements.

Minority students are more concerned than white students. One-third of African-American (32%), and Hispanic (34%) students say this statement is true for them, as compared with one in five white students (22%).

Students whose parents are most often in contact with school and those who say their parents have seven or fewer contacts each year more often worry about whether their parents really love them. A lesser 15% of students who say their parents are in communication with school on a fairly regular basis (22 to 28 contacts) sometimes wonder if their parents really love them, as contrasted with 29% of students whose parents have seven or fewer contacts and 27% of those whose parents are most often in contact with school.

Table 3-10

STUDENTS TALKING TO PARENTS

QUESTION: ***How often do you (think your child tells you)/talk to your parents or guardians about the problems or disagreements you have with other students — nearly always, sometimes, hardly ever, or never?***

	TOTAL		ELEMENTARY		JUNIOR HIGH		HIGH SCHOOL	
	PARENTS	STUDENTS	PARENTS	STUDENTS	PARENTS	STUDENTS	PARENTS	STUDENTS
	PERCENTAGE							
Nearly Always	62	24	61	26	47	20	40	24
Sometimes	34	37	32	39	33	37	39	32
Hardly Ever	10	[illegible]	6	19	14	24	16	21
Never	[illegible]	[illegible]	1	12	5	16	5	22
Not Sure	*	3	*	4	1	2	*	1
BASE	1001	2571	497	1088	277	679	233	804

*Less than 0.5%

Table 3-11

Reasons for Not Talking to Parents

QUESTION: ***Why don't you talk to your parents or guardians about these kinds of problems more often?***

Base: Talk to parents about problems sometimes, less often, or not sure

		STUDENTS				
		STUDENT'S GRADES			STUDENT WAS A VICTIM	
	TOTAL	A'S AND B'S MOSTLY	B'S AND C'S MOSTLY	C'S, D'S AND F'S MOSTLY	WAS VICTIM	WAS NOT/ NOT SURE
	PERCENTAGE					
Prefer to talk to friends	[illegible]	55	53	58	58	[illegible]
Adults don't understand my problems	[illegible]	33	36	46	47	[illegible]
My parents can't help	[illegible]	21	23	31	29	[illegible]
Prefer to talk to another family member	[illegible]	19	17	17	16	[illegible]
I will get in trouble	[illegible]	15	18	24	22	[illegible]
My parents aren't interested in my problems/too busy	[illegible]	10	13	16	17	[illegible]
Other kids won't talk to me if I complain to my parents	[illegible]	10	11	9	11	[illegible]
None of the parents' business	[illegible]	2	2	1	2	[illegible]
All Others	[illegible]	12	9	9	10	[illegible]
Don't have any problems	[illegible]	7	4	3	3	[illegible]
Not Sure	[illegible]	13	16	11	11	[illegible]
BASE	[illegible]	993	518	254	[illegible]	[illegible]

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Table 3-12

REASONS FOR NOT TALKING TO PARENTS

QUESTION: ***Why don't you talk to your parents or guardians about these kinds of problems more often?***

Base: Talk to parents about problems sometimes, less often, or not sure

		STUDENTS				
		STUDENT GENDER		FAMILY		
	TOTAL	MALE	FEMALE	BOTH PARENTS	SINGLE PARENT	OTHER
	PERCENTAGE					
Prefer to talk to friends	[illegible]	48	62	56	51	56
Adults don't understand my problems	[illegible]	36	35	34	38	39
My parents can't help	[illegible]	23	23	21	26	27
Prefer to talk to another family member	[illegible]	16	20	17	18	21
I will get in trouble	[illegible]	18	16	16	16	20
My parents aren't interested in my problems/too busy	[illegible]	11	13	10	15	15
Other kids won't talk to me if I complain to my parents	[illegible]	11	9	10	10	11
None of the parents' business	[illegible]	2	2	2	1	2
All Others	[illegible]	9	12	11	8	11
Don't have any problems	[illegible]	5	5	6	5	4
Not Sure	[illegible]	15	12	14	14	11
BASE	[illegible]	947	871	1099	373	338

Table 3-13

PARENTAL LOVE

QUESTION: ***Please mark for each of these statements whether you think it is true or false?***
... Sometimes I wonder if my parent(s) really love me ....

		STUDENTS				
		STUDENT'S GRADES			STUDENT WAS A VICTIM	
	TOTAL	A'S AND B'S MOSTLY	B'S AND C'S MOSTLY	C'S, D'S AND F'S MOSTLY	WAS VICTIM	WAS NOT/ NOT SURE
	PERCENTAGE					
True	25	22	25	32	31	22
False	[illegible]	72	70	63	63	[illegible]
Not Sure	5	5	5	5	5	5
BASE	2377	1465	684	318	744	[illegible]

Table 3-14

PARENTAL LOVE

QUESTION: ***Please mark for each of these statements whether you think it is true or false?***
... Sometimes I wonder if my parent(s) really love me ....

		STUDENTS		
		RACE OR ETHNICITY		
	TOTAL	WHITE	AFRICAN-AMERICAN	HISPANIC
	PERCENTAGE			
True	25	22	32	34
False	70	73	65	56
Not Sure	5	5	3	10
BASE	[illegible]	1670	258	373

Table 3-15

PARENTAL LOVE

QUESTION: *Please mark for each of these statements whether you think it is true or false?*

... Sometimes I wonder if my parent(s) really love me ....

		STUDENTS							
		FAMILY			PARENTAL INVOLVEMENT – CONTACTS WITH SCHOOL IN PAST YEAR				
	TOTAL	BOTH PARENTS	SINGLE PARENT	OTHER	7 OR FEWER	8–14	15–21	22–28	29 OR MORE
	PERCENTAGE								
True	25	21	29	29	29	22	21	15	27
False	70	73	65	67	64	74	74	83	67
Not Sure	5	5	5	4	7	4	5	2	6
BASE	2577	1531	519	430	1165	834	403	121	54

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Parental Involvement in School Activities

Parents say they are involved in their child's school life to a greater extent than students believe. At least half of all students believe their parents never exchange notes with a teacher or school official (58%), and never attend meetings of parents' groups such as the PTA (51%). In contrast, fewer than one-third of parents say they never have these kinds of contacts. Likewise, while 46% of students believe their parents never go to school to hear about and discuss school issues and see the school environment, only one in ten parents claims to never attend such meetings. Fully one in five students believes his or her parents never meet in person with teachers or other school officials, and one-third of students think their parents never talk to teachers and school officials on the telephone.

High school students are most likely to believe their parents do not participate in school activities or make contact with school staff. Fully two-thirds (65%) of tenth to twelfth grade students say their parents never attend parents' groups or meetings to discuss school issues and see the school environment. By comparison, only 14% of parents with a child in high school say they never attend meetings where school issues are discussed.

Students who have been victims of violence and those who are at greater risk are more likely to say their parents never attend school events, or only attend once a year. More than half of students who have been victims of violence say their parents meet individually with school staff or teachers only once a year (26%) or never (27%). One in three students with generally poor grades says his or her parents never meet with school staff on an individual basis, and only 14% say they do so more than three times a year. A nearly equal proportion (28%) of students who receive an only fair or poor education say their parents never meet individually with school staff.

Most parents do not talk to teachers or school staff by telephone more than once a year. However, parents whose child has been a victim of violence or who is at greater risk of becoming a victim are even less likely to have such contact. Two in five (39%) students who have been victims of violence say their parents never talk to school staff by telephone. This is true regardless of any problems a student may be having academically, and whether or not they believe their school provides a good or lesser quality education.

Likewise, a majority of students who have been victims of violence or who have been physically hurt while in or around school (63%), say their parents have never exchanged notes with school staff. Only one in ten believes his or her parents have had such contact once a year. These low levels of communications with school staff are consistent whether students have generally good or poor grades and regardless of how students evaluate the quality of education their school provides.

OBSERVATION: ***Even if parents are actually more involved than students believe, students' understanding is key to their overall confidence and perception of parental support. These findings show that students who have been victims of violence and those at greater risk are more likely to believe their parents are uninterested and uninvolved in their school life.***

These disparities between students and parents are reflected in their opinions about the level of support parents show for their school. A majority (70%) of parents believe their peers are excellent or good in terms of the level of support they have shown. Students, on the hand, are more skeptical; more than one-third (37%) believe parents do a fair or poor job of showing support for their school. This sentiment is most common among high school students; 50% say parents do a fair or poor job, and only 11% think parents are excellent in this regard.

More than one-fourth of students, when asked, wish their parents were more involved in their school work. Younger students (34%), those with generally poor grades (32%), students in single parent households (33%) or those living with other adults, such as step-parents, guardians or other family members (31%), are more likely to agree with this statement. Hispanic students (34%) more often than African-American (30%) or white students (28%) believe this statement is true.

Table 3-16

PARENTAL INVOLVEMENT IN SCHOOL LIFE

QUESTION: ***How often do your parents or guardians do the following things — never, once a year, 2 or 3 times a year, or more than 3 times a year? (READ EACH ITEM)***
... Never ....

	TOTAL		ELEMENTARY		JUNIOR HIGH		HIGH SCHOOL	
	PARENTS	STUDENTS	PARENTS	STUDENTS	PARENTS	STUDENTS	PARENTS	STUDENTS
	PERCENTAGE							
Attend a play, sports event, or concert at the school	[illegible]	[illegible]	9	12	13	18	11	24
Meet in person with a teacher or school official one-on-one	[illegible]	[illegible]	2	12	9	22	11	32
Talk on the telephone with a teacher or a school official	[illegible]	[illegible]	17	35	20	37	23	38
Exchange written notes with a teacher or school official about some problem you are having	[illegible]	[illegible]	21	48	32	60	30	72
Attend meeting of a parents' group such as the PTA	[illegible]	[illegible]	25	40	33	55	31	65
Go in to school to hear about and discuss school issues and see the school environment	[illegible]	[illegible]	7	30	10	52	14	65
Visit the school to observe classes, speak to a class, or help a teacher with their work	[illegible]	[illegible]	33	49	54	67	50	84
BASE	[illegible]	[illegible]	487	1090	277	682	233	813

*Less than 0.5%

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Table 3-17

PARENTS MEETING WITH SCHOOL STAFF

QUESTION: ***How often do your parents or guardians do the following things — never, once a year, 2 or 3 times a year, or more than 3 times a year? … Meet in person with a teacher or school official one-on-one***

		STUDENTS						
		GRADE LEVEL		STUDENT'S GRADES			STUDENT WAS A VICTIM	
	TOTAL	7–9	10–12	A'S AND B'S MOSTLY	B'S AND C'S MOSTLY	C'S, D'S AND F'S MOSTLY	WAS VICTIM	WAS NOT/ NOT SURE
	PERCENTAGE							
Never	21	22	32	18	22	31	27	[illegible]
Once a Year	[illegible]	28	28	25	27	26	26	[illegible]
2 or 3 Times a Year	[illegible]	28	24	32	26	20	25	[illegible]
More Than 3 Times a Year	15	11	10	15	14	14	13	15
Not Sure	11	10	6	10	11	9	8	12
BASE	[illegible]	701	701	1462	697	315	718	[illegible]
UNWEIGHTED BASE	[illegible]	689	811	1464	685	320	747	[illegible]

Table 3-18

Parents Meeting with School Staff

QUESTION: ***How often do your parents or guardians do the following things — never, once a year, 2 or 3 times a year, or more than 3 times a year? … Talk on the telephone with a teacher or a school official***

		STUDENTS						
		GRADE LEVEL		STUDENT'S GRADES			STUDENT WAS A VICTIM	
	TOTAL	7-9	10-12	A'S AND B'S MOSTLY	B'S AND C'S MOSTLY	C'S, D'S AND F'S MOSTLY	WAS VICTIM	WAS NOT/ NOT SURE
	PERCENTAGE							
Never	37	38	39	38	36	39	39	36
Once a Year	23	22	24	22	18	19	20	21
2 or 3 Times a Year	17	20	18	16	21	17	17	17
More Than 3 Times a Year	12	11	12	10	14	13	13	11
Not Sure	14	9	8	14	12	13	11	15
BASE	2377	788	887	1465	605	310	716	1066
UNWEIGHTED BASE	2377	686	887	1466	683	316	743	1629

Table 3-19

PARENTS MEETING WITH SCHOOL STAFF

QUESTION: ***How often do your parents or guardians do the following things — never, once a year, 2 or 3 times a year, or more than 3 times a year? … Exchange written notes with a teacher or school official about some problem you are having***

		STUDENTS						
		GRADE LEVEL		STUDENT'S GRADES			STUDENT WAS A VICTIM	
	TOTAL	7–9	10–12	A'S AND B'S MOSTLY	B'S AND C'S MOSTLY	C'S, D'S AND F'S MOSTLY	WAS VICTIM	WAS NOT/ NOT SURE
	PERCENTAGE							
Never	[illegible]	60	73	59	59	59	[illegible]	[illegible]
Once a Year	[illegible]	12	10	12	12	14	[illegible]	[illegible]
2 or 3 Times a Year	[illegible]	10	6	8	9	9	[illegible]	[illegible]
More Than 3 Times a Year	[illegible]	6	4	8	8	8	[illegible]	[illegible]
Not Sure	[illegible]	11	7	13	13	11	[illegible]	[illegible]
BASE	[illegible]	781	888	1466	685	313	[illegible]	[illegible]
UNWEIGHTED BASE	[illegible]	668	888	1468	683	319	[illegible]	[illegible]

Table 3-20

SUPPORT SHOWN BY PARENTS

QUESTION: ***Here is a list of things/aspects on which public schools may be judged. Please tell me whether you would rate your school excellent, good, fair or poor.***

… The amount of support shown for the school by the parents ….

	TOTAL		ELEMENTARY		JUNIOR HIGH		HIGH SCHOOL	
	PARENTS	STUDENTS	PARENTS	STUDENTS	PARENTS	STUDENTS	PARENTS	STUDENTS
	PERCENTAGE							
Excellent	[illegible]	[illegible]	34	32	23	13	20	11
Good	[illegible]	35	40	35	42	35	44	35
Fair	[illegible]	27	18	18	27	30	24	36
Poor	[illegible]	10	6	4	7	14	11	14
Not Sure	[illegible]	9	1	11	1	8	1	4
BASE	[illegible]	2382	497	1084	277	687	233	611

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Table 3-21

PARENTAL INVOLVEMENT WITH SCHOOL WORK

QUESTION: ***Please mark for each of these statements whether you think it is true or false?***
... Deep down, I wish my parent(s) would be more involved in my school work ....

		STUDENTS					
		GRADE LEVEL			STUDENT'S GRADES		
	TOTAL	3–6	7–9	10–12	A'S AND B'S MOSTLY	B'S AND C'S MOSTLY	C'S, D'S AND F'S MOSTLY
	PERCENTAGE						
True	28	34	25	24	27	30	32
False	60	53	63	67	62	57	57
Not Sure	12	13	13	9	11	13	11
BASE	2575	1080	687	808	1464	685	317

Table 3-22

PARENTAL INVOLVEMENT WITH SCHOOL WORK

QUESTION: ***Please mark for each of these statements whether you think it is true or false?***
... Deep down, I wish my parent(s) would be more involved in my school work ....

		STUDENTS					
		FAMILY			RACE OR ETHNICITY		
	TOTAL	BOTH PARENTS	SINGLE PARENT	OTHER	WHITE	AFRICAN-AMERICAN	HISPANIC
	PERCENTAGE						
True	28	26	33	31	28	30	34
False	60	63	55	58	62	57	53
Not Sure	12	11	12	11	10	13	13
BASE	2575	1528	520	430	1668	258	374

Parent Relations with Teachers

One-third of parents think the majority of their peers fail to show respect for teachers. Younger parents and African-American parents are harshest in their judgement; one in five (21% and 20% respectively) believes most parents fail to show respect for teachers. By contrast, only one in ten parents age forty or older, and of Hispanic or white parents believes this is true for most parents.

Parents who negatively assess the quality of education their child's school provides and those who worry about their child's safety in or around school, are more often critical of their peers. Two in five parents who say their school provides an only fair or poor education believe a majority of parents fail to show respect for teachers while one-fifth (22%) think this is true for only a few parents. By contrast, parents who assess the quality of education as excellent or good are equally likely to say this is true for only a few parents (33%) or for a majority of parents (30%). Seven in ten parents who do *not* worry about their child's safety in or around school (71%) think a minority of parents fail to show respect for teachers as compared with a lesser 62% of parents who worry about their child's safety.

While most parents have no concerns about approaching teachers to talk to them, nearly one in five (17%) feels awkward or reluctant. More than one in four parents under the age of thirty feels this way (26%), as compared with one in six of those forty years old or older. Parents who assess the quality of education in their school as only fair or poor and those who worry about their child's safety, are also more likely to feel awkward about approaching a teacher.

Table 3-23

Showing Respect for Teachers

QUESTION: ***Let me ask you about some criticisms that are sometimes made of parents. How many parents do you think.... Fail to show respect for teachers — most, many, some, or only a few?***

		PARENTS					
		AGE OF PARENT			RACE OR ETHNICITY		
	TOTAL	UNDER 30	30–39	40 OR OVER	WHITE	AFRICAN-AMERICAN	HISPANIC
	PERCENTAGE						
Most	11	21	9	11	9	20	9
Many	[illegible]	11	25	22	22	22	25
Some	[illegible]	39	37	34	40	24	28
Only A Few	[illegible]	30	29	31	29	32	36
Not Sure	1	–	1	*	*	1	2
BASE	[illegible]	61	381	563	812	128	61

*Less than 0.5%

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Table 3-24

SHOWING RESPECT FOR TEACHERS

QUESTION: ***Let me ask you about some criticisms that are sometimes made of parents. How many parents do you think....***
Fail to show respect for teachers — most, many, some, or only a few?

		PARENTS			
		QUALITY OF EDUCATION		WORRIED ABOUT CHILD'S SAFETY	
	TOTAL	EXCELLENT OR GOOD	FAIR OR POOR	VERY OR SOMEWHAT	NOT VERY/ NOT AT ALL
	PERCENTAGE				
Most	[redacted]	[redacted]	18	[redacted]	9
Many	[redacted]	[redacted]	24	[redacted]	19
Some	[redacted]	[redacted]	35	[redacted]	38
Only A Few	[redacted]	[redacted]	22	[redacted]	33
Not Sure	[redacted]	[redacted]	1	[redacted]	1
BASE	[redacted]	[redacted]	225	[redacted]	480

Table 3-25

PARENTS' RELUCTANCE TO APPROACH TEACHERS

QUESTION: ***Have you ever felt awkward or reluctant about approaching a teacher to talk with him/her about your child?***

		PARENTS					
		CHILD'S SCHOOL			AGE OF PARENT		
	TOTAL	ELEMENTARY	JR. HIGH SCHOOL	HIGH SCHOOL	UNDER 30	30-39	40 OR OVER
	PERCENTAGE						
Yes, Have Felt Awkward	[redacted]	[redacted]	[redacted]	[redacted]	26	16	15
No, Have Not	[redacted]	[redacted]	[redacted]	[redacted]	74	84	84
BASE	[redacted]	[redacted]	[redacted]	[redacted]	61	381	563

Table 3-26

Parents' Reluctance to Approach Teachers

QUESTION: ***Have you ever felt awkward or reluctant about approaching a teacher to talk with him/her about your child?***

		PARENTS			
		QUALITY OF EDUCATION		WORRIED ABOUT CHILD'S SAFETY	
	TOTAL	EXCELLENT OR GOOD	FAIR OR POOR	VERY OR SOMEWHAT	NOT VERY/ NOT AT ALL
	PERCENTAGE				
Yes, Have Felt Awkward	[illegible]	[illegible]	22	[illegible]	12
No, Have Not	[illegible]	[illegible]	77	[illegible]	86
BASE	[illegible]	[illegible]	225	[illegible]	480

CHAPTER 4: RELATIONS BETWEEN STUDENTS AND TEACHERS

Parents, unfortunately, are overly optimistic in their views of student-teacher relations. While parents generally believe students and teachers get along, students are divided in their opinions. In particular, students who are at greater risk of becoming victims of violence or who have been victims are more likely to believe teachers and students do not get along. In addition, many students believe they rarely receive personal attention from teachers, and they often feel that they are treated like numbers. Most alarming are the views of students who have been victims of violence in or around school; they universally believe that teachers sometimes treat them like numbers.

Responsibility for Relations Between Students and Teachers

As with their own relationships with teachers, parents are more optimistic about how well teachers and students get along. Students are more likely than parents to think that students and teachers do not get along; 16% compared with 6%. Disagreement is greatest between younger students and their parents. While 15% of elementary school students think teachers and students in their school do not get along, only 4% of parents of an elementary school child believe this is true. Fully 96% of parents of elementary school students think students and teachers in their school get along. High school students and their parents are both less likely to think teachers and students get along. However, as with parents in general, those who have a child in high school are more optimistic than high school students themselves.

Responsibility for Poor Relations

Higher risk students, including those who fail to achieve academically and those who have been victims of violence, are less likely to believe that students are wholly or partially responsible for poor relations between teachers and students. Among students who have *not* been victims of violence, 12% say that when students and teachers do not get along it is mainly the students' responsibility, and 73% think it is a joint responsibility. Fewer of those who have been victims of violence think that poor relations are wholly (8%), or partly (68%) a student's responsibility. Students who have been victims of violence are more likely to believe teachers alone, or school administrators, are responsible. Similar disparities of opinion exist between students with generally poor grades and those who succeed academically.

Personal Attention From Teachers

It is discouraging to note that one in three (31%) students believes he or she has received personal attention from a teacher only a few times or hardly ever. Students at greater risk of becoming victims of violence in or around school are more likely to say they rarely receive personal attention from teachers. More than one-fourth of students with generally poor grades (26%) and of students who have been the victims of violence that took place in or around school (25%), believe they hardly ever get personal attention from teachers. Fewer than one-tenth (7%) of these students say they receive personal attention all of the time, as compared with 14% of students who have not been victims and of those who have succeeded academically (getting mostly A's and B's).Children and young adults who have experienced violence personally and those who are at greater risk of becoming victims are harsher in their judgements about relations between students and teachers. This includes students who negatively evaluate the quality of education their school provides, those who have failed to achieve academic success, boys and young men, and students who think their school has a problem with vandalism.

One in four students whose school provides a lesser quality education (24%) says he or she hardly ever receives personal attention from teachers, while only one in ten receives attention all the time. In comparison, students whose school provides an excellent or good education are less likely (13%) to believe they hardly ever receive personal attention from teachers. Boys and young men (18%) are more likely to think they hardly ever receive personal attention from teachers, as are students whose parents have minimal contact with school (19%).

One in three students (31%) agrees with the statement that classes in their school are large and teachers have a hard time controlling the classroom. Fully two in five students whose school provides an only fair or poor education believe this is true, as compared with fewer than one-third (28%) of those who receive an excellent or good education. Students who think of vandalism as a problem in their school (36%) are more likely to believe this is true in their school, as are students who have been victims of violence or have been physically hurt while in or around school (41%).

Students who have been victims of violence uniformly believe that sometimes teachers in their school think of their students as numbers. The exact opposite is true among students who have not been victims, none believe that teachers sometimes think of them as numbers; 85% say this is false and 15% are unsure. Students with generally poor grades (45%), and high school students (39%) are more likely to say that teachers treat them as numbers than those who have succeeded academically (getting mostly A's and B's), and their younger peers.

As with teachers' capacity to provide personal attention to students and maintain control of the classroom, students whose school provides an only fair or poor education are more likely to think that students are sometimes treated like numbers. Problems with vandalism also increases the likelihood that students will believe teachers treat them like numbers; one-third of students who say vandalism is a problem in their school believe this statement is true, as compared to one-fifth (22%) of students whose school does not have problems with vandalism.

One-third of boys and young men (32%), of students from single parent households (30%), and of those who live with other adults such a step-parents, other relatives or foster parents (31%) think their teachers treat them like numbers. By contrast, one-fourth of girls and young women (23%), and of children who live with both parents (26%) believe this statement is true.

Table 4-1

RELATIONS BETWEEN STUDENTS AND TEACHERS

QUESTION: ***Generally, how well do teachers and students in your school get along with each other — very well, fairly well, not very well, or not at all well?***

	TOTAL		ELEMENTARY		JUNIOR HIGH		HIGH SCHOOL	
	PARENTS	STUDENTS	PARENTS	STUDENTS	PARENTS	STUDENTS	PARENTS	STUDENTS
	PERCENTAGE							
Very Well	42	21	50	33	38	12	30	13
Fairly Well	51	57	46	43	53	64	61	72
Not Very Well	5	13	3	12	6	15	7	11
Not At All Well	1	3	1	3	1	4	2	2
Not Sure	1	6	1	9	2	5	–	2
BASE	1007	2579	497	1087	277	682	233	810

Table 4-2

RESPONSIBILITY FOR POOR RELATIONS

QUESTION: ***When teachers and students don't get along well, whose responsibility do you think it is?***

Base: Grades 7-12

		STUDENTS				
		STUDENT'S GRADES			STUDENT WAS A VICTIM	
	TOTAL	A'S AND B'S MOSTLY	B'S AND C'S MOSTLY	C'S, D'S AND F'S MOSTLY	WAS VICTIM	WAS NOT/ NOT SURE
	PERCENTAGE					
Mainly the Teachers' Responsibility	[redacted]	6	8	13	[redacted]	[redacted]
Mainly the Students' Responsibility	[redacted]	12	9	8	[redacted]	[redacted]
Both the Teachers' and Students' Responsibility	[redacted]	74	71	70	[redacted]	[redacted]
Mainly the School Administration's Responsibility	[redacted]	2	4	3	[redacted]	[redacted]
Not Sure	[redacted]	7	8	6	[redacted]	[redacted]
BASE	[redacted]	758	450	224	[redacted]	[redacted]

Table 4-3

Level of Personal Attention

QUESTION: ***How often do you feel that you get personal attention from your teachers?***

		STUDENTS						
		STUDENT'S GRADES			STUDENT WAS A VICTIM		QUALITY OF EDUCATION	
	TOTAL	A'S AND B'S MOSTLY	B'S AND C'S MOSTLY	C'S, D'S AND F'S MOSTLY	WAS VICTIM	WAS NOT/ NOT SURE	EXCELLENT OR GOOD	FAIR OR POOR
	PERCENTAGE							
All of the Time	12	14	10	7	7	14	13	9
Some of the Time	26	31	22	16	21	28	28	20
Sometimes	24	24	24	24	21	26	24	20
A Few Times	16	14	20	21	23	14	15	21
Hardly Ever	16	11	17	26	25	12	13	24
Not Sure	7	6	8	6	6	6	6	6
BASE	[illegible]	1458	680	321	737	1627	[illegible]	484

107

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Table 4-4

LEVEL OF PERSONAL ATTENTION

QUESTION: *How often do you feel that you get personal attention from your teachers?*

		STUDENTS						
		STUDENT GENDER		PARENTAL INVOLVEMENT– CONTACTS WITH SCHOOL IN PAST YEAR				
	TOTAL	MALE	FEMALE	7 OR FEWER	8–14	15–21	22–28	29 OR MORE
	PERCENTAGE							
All of the Time	[illegible]	12	12	8	14	13	18	24
Some of the Time	[illegible]	24	29	22	29	28	36	27
Sometimes	[illegible]	24	23	24	23	26	24	15
A Few Times	[illegible]	16	17	18	15	14	10	16
Hardly Ever	[illegible]	18	12	19	14	12	8	11
Not Sure	[illegible]	6	7	9	4	7	3	7
BASE	[illegible]	1213	1316	1160	835	399	121	64

Table 4-5

TEACHERS CONTROLLING CLASSROOMS

QUESTION: *These are statements some students have made about their school. Please mark for each one if you think it is true or false for your school. … Classes in our school are large and teachers have a hard time controlling their classes ….*

		STUDENTS					
		QUALITY OF EDUCATION		SCHOOL VANDALISM		STUDENT WAS A VICTIM	
	TOTAL	EXCELLENT OR GOOD	FAIR OR POOR	HAS PROBLEMS	DOES NOT	WAS VICTIM	WAS NOT/ NOT SURE
	PERCENTAGE						
True	[illegible]	28	42	[illegible]	22	[illegible]	[illegible]
False	[illegible]	61	47	[illegible]	68	[illegible]	[illegible]
Not Sure	[illegible]	11	11	[illegible]	9	[illegible]	[illegible]
BASE	[illegible]	[illegible]	484	[illegible]	913	[illegible]	[illegible]

Table 4-6

TEACHERS TREATING STUDENTS LIKE NUMBERS

QUESTION: ***These are statements some students have made about their school. Please mark for each one if you think it is true or false for your school. … Sometimes I think the teachers in this school only think of their students as numbers ….***

		STUDENTS							
		GRADE LEVEL			STUDENT'S GRADES			STUDENT WAS A VICTIM	
	TOTAL	3–6	7–9	10–12	A'S AND B'S MOSTLY	B'S AND C'S MOSTLY	C'S, D'S AND F'S MOSTLY	WAS VICTIM	WAS NOT /NOT SURE
	PERCENTAGE								
True	[illegible]	18	32	39	22	32	45	[illegible]	[illegible]
False	[illegible]	73	53	52	68	56	44	[illegible]	[illegible]
Not Sure	[illegible]	10	15	9	10	12	11	[illegible]	[illegible]
BASE	[illegible]	1089	689	812	1469	686	321	[illegible]	[illegible]

Table 4-7

TEACHERS TREATING STUDENTS LIKE NUMBERS

QUESTION: ***These are statements some students have made about their school. Please mark for each one if you think it is true or false for your school. … Sometimes I think the teachers in this school only think of their students as numbers ….***

		STUDENTS			
		QUALITY OF EDUCATION		SCHOOL VANDALISM	
	TOTAL	EXCELLENT OR GOOD	FAIR OR POOR	HAS PROBLEMS	DOES NOT
	PERCENTAGE				
True	[illegible]	[illegible]	49	[illegible]	22
False	[illegible]	[illegible]	36	[illegible]	70
Not Sure	[illegible]	[illegible]	14	[illegible]	8
BASE	[illegible]	[illegible]	484	[illegible]	812

Table 4-8

TEACHERS TREATING STUDENTS LIKE NUMBERS

QUESTION: ***These are statements some students have made about their school. Please mark for each one if you think it is true or false for your school ... Sometimes I think the teachers in this school only think of their students as numbers ....***

		STUDENTS				
		STUDENT GENDER		FAMILY		
	TOTAL	MALE	FEMALE	BOTH PARENTS	SINGLE PARENT	OTHER
	PERCENTAGE					
True	[redacted]	32	23	26	30	31
False	[redacted]	59	63	64	58	58
Not Sure	[redacted]	9	13	10	13	11
BASE	[redacted]	1217	1331	1538	522	429

Communications Between Students and Teachers

When asked about subjects they might discuss with teachers outside of class, students most often mention personal interests and hobbies (57%), movies, television and music (56%), and plans for after high school (53%). Two in five say they discuss current affairs (43%), their problems with other students (40%), and fights they have seen between other students (42%). Fewer students talk to teachers about their personal problems or problems at home (22%), or about where they can get help with personal or family problems (13%).

Whether or not they have succeeded academically, or been the victim of a violent incident, roughly one in five students has discussed personal problems with his or her teacher. Some students do not have personal relationships with teachers as often as others. Girls and young women (25%) discuss such problems with their teachers more frequently than boys and young men (19%). One-fifth of students who say their parents have 21 or fewer contacts with school each year have talked about personal problems with a teacher, as contrasted with one-third of students who say their parents have 22 or more contacts, and two in five students whose parents have 29 or more school contacts in each year. Even though they believe they do not receive adequate personal attention from teachers, students from single parent households (28%) or who live with other adults such as a step-parent, foster parent or other relative (30%), are more likely to talk to a teacher about personal problems than are students who live with both parents (18%).

OBSERVATION: ***It may be that students from single parent and other types of households, other than dual parent households, may talk to teachers about their personal problems more often because they are more reliant on other adults such as their teachers. Despite more frequent dialogues, these students may feel that they need more attention than they currently receive.***

Most students do not talk to teachers about problems they may be having with their peers. Unlike personal problems or problems at home, students who have been victims of violence are less likely than students who have not been victims to discuss these types of problems with their teachers (34% vs 42%). In addition, students who attend a school that provides an only fair or poor education less frequently talk to teachers about such problems.

Students with generally good grades are *more* likely to talk to teachers about their problems with other students, as are younger students. One-half of elementary school students say they talk about such issues with their teachers, as contrasted with one in three middle school (31%) and high school (29%) students. Likewise, students whose parents are most involved in school talk to teachers more often about such problems. Three in five students (62%) who say their parents have 22 to 28 contacts with school each year, and half (52%) of those whose parents have 29 or more contacts, talk with their teachers about problems with other students.

Younger students are more likely to discuss fights they have witnessed between students, 51% of third to sixth graders, as compared with 35% of seventh to ninth graders and 37% of high school students. Students who believe their school provides a good or excellent education, and those who say their parents are often in communication with school, are most likely to tell their teachers about fights they have seen in school. Two-thirds (66%) of students whose parents have 22 to 28 school contacts each year talk to their teachers about such events, as compared with 37% of students whose parents have minimal contacts with school (seven or fewer per year).

Table 4-9

ISSUES DISCUSSED WITH TEACHERS OUTSIDE OF CLASS

QUESTION: ***Which of the following have you talked about with your teachers outside of class? (READ EACH ITEM) ....***

	STUDENTS		
	YES, TALKED ABOUT	NO, DID NOT	NOT SURE
	PERCENTAGE		
Personal interests and hobbies	57	38	5
Movies, TV programs or music	56	39	[illegible]
Your plans after high school	53	42	[illegible]
Current affairs	43	48	[illegible]
Fights that you have seen between students	42	51	[illegible]
Your problems with other students	40	55	[illegible]
Your personal problems or your problems at home	22	72	[illegible]
Where you can get help with family or personal problems	13	79	[illegible]

Table 4-10

STUDENTS TALKING TO TEACHERS

QUESTION: ***How often do you talk to your teachers about the problems or disagreements you have with other students — nearly always, sometimes, hardly ever, or never?***

	TOTAL		ELEMENTARY		JUNIOR HIGH		HIGH SCHOOL	
	PARENTS	STUDENTS	PARENTS	STUDENTS	PARENTS	STUDENTS	PARENTS	STUDENTS
	PERCENTAGE							
Nearly Always	[redacted]	[redacted]	29	11	11	4	11	4
Sometimes	[redacted]	[redacted]	48	36	33	19	35	19
Hardly Ever	[redacted]	[redacted]	19	27	38	34	34	27
Never	[redacted]	[redacted]	4	20	15	40	19	49
Not Sure	[redacted]	[redacted]	1	6	2	2	1	2
BASE	[redacted]	[redacted]	497	1079	277	683	233	805

Table 4-11

PERSONAL PROBLEMS

QUESTION: ***Which of the following have you talked about with your teachers outside of class?***

… Your personal problems or your problems at home ….

		STUDENTS				
		STUDENT'S GRADES			STUDENT WAS A VICTIM	
	TOTAL	A'S AND B'S MOSTLY	B'S AND C'S MOSTLY	C'S, D'S AND F'S MOSTLY	WAS VICTIM	WAS NOT/ NOT SURE
	PERCENTAGE					
Yes, Talked About	[redacted]	23	22	19	[redacted]	[redacted]
No, Did Not	[redacted]	71	74	77	[redacted]	[redacted]
Not Sure	[redacted]	6	5	4	[redacted]	[redacted]
BASE	[redacted]	1421	655	300	[redacted]	[redacted]

Table 4-12

PERSONAL PROBLEMS

QUESTION: ***Which of the following have you talked about with your teachers outside of class?***
... Your personal problems or your problems at home ....

	STUDENTS										
		STUDENT GENDER		FAMILY			PARENTAL INVOLVEMENT – CONTACTS WITH SCHOOL IN PAST YEAR				
	TOTAL	MALE	FEMALE	BOTH PARENTS	SINGLE PARENT	OTHER	7 OR FEWER	8–14	15–21	22–28	29 OR MORE
	PERCENTAGE										
Yes, Talked About	22	18	[illegible]	18	28	30	21	21	21	33	39
No, Did Not	72	[illegible]	[illegible]	76	68	67	72	74	75	61	57
Not Sure	6	6	6	6	4	4	7	5	4	5	4
BASE	2483	1154	1289	1478	504	408	1111	808	391	119	54

Table 4-13

PROBLEMS WITH OTHER STUDENTS

QUESTION: ***Which of the following have you talked about with your teachers outside of class?***
... Your problems with other students ....

	STUDENTS								
		GRADE LEVEL			STUDENT'S GRADES			STUDENT WAS A VICTIM	
	TOTAL	3–6	7–9	10–12	A'S AND B'S MOSTLY	B'S AND C'S MOSTLY	C'S, D'S AND F'S MOSTLY	WAS VICTIM	WAS NOT /NOT SURE
	PERCENTAGE								
Yes, Talked About	40	53	31	29	42	38	33	[illegible]	42
No, Did Not	55	40	62	69	52	57	64	[illegible]	52
Not Sure	5	7	6	2	5	5	4	[illegible]	6
BASE	2497	1038	660	789	1429	655	299	[illegible]	1772

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Table 4-14

PROBLEMS WITH OTHER STUDENTS

QUESTION: ***Which of the following have you talked about with your teachers outside of class?***
... Your problems with other students ....

		STUDENTS						
		QUALITY OF EDUCATION		PARENTAL INVOLVEMENT–CONTACTS WITH SCHOOL IN PAST YEAR				
	TOTAL	EXCELLENT OR GOOD	FAIR OR POOR	7 OR FEWER	8–14	15–21	22–28	29 OR MORE
	PERCENTAGE							
Yes, Talked About	40	42	31	35	39	47	62	52
No, Did Not	55	53	62	59	57	48	31	45
Not Sure	5	5	6	6	4	5	6	4
BASE	2487	1948	459	1116	809	389	119	54

Table 4-15

FIGHTS WITNESSED

QUESTION: ***Which of the following have you talked about with your teachers outside of class?***
... Fights that you have seen between students ....

		STUDENTS		
		GRADE LEVEL		
	TOTAL	3–6	7–9	10–12
	PERCENTAGE			
Yes, Talked About	42	51	35	37
No, Did Not	51	39	59	60
Not Sure	7	10	6	4
BASE	2490	1041	661	788

Table 4-16

FIGHTS WITNESSED

QUESTION: ***Which of the following have you talked about with your teachers outside of class?***
... Fights that you have seen between students ....

		STUDENTS						
		QUALITY OF EDUCATION		PARENTAL INVOLVEMENT– CONTACTS WITH SCHOOL IN PAST YEAR				
	TOTAL	EXCELLENT OR GOOD	FAIR OR POOR	7 OR FEWER	8–14	15–21	22–28	29 OR MORE
	PERCENTAGE							
Yes, Talked About	[illegible]	[illegible]	35	37	40	51	66	59
No, Did Not	[illegible]	[illegible]	58	56	53	42	27	38
Not Sure	[illegible]	[illegible]	7	7	7	7	7	3
BASE	[illegible]	[illegible]	461	1119	812	386	119	54

Reasons for Not Talking to Teachers

Students do not discuss their personal problems with teachers for a wide variety of reasons. Just as with their parents, students do not talk to teachers because they are skeptical of teachers' abilities or interest in helping. They most often mention, as they did when asked about why they do not talk to their parents, that they prefer to discuss their personal problems with friends (53%). One in three students prefers to discuss his or her problems with a family member rather than a teacher. Students do not talk to teachers because they believe there is no privacy or confidentiality in school (26%), because adults do not understand them (22%), because they think teachers cannot help (20%) and because teachers do not seem interested in or do not have time for their students (24%).

Students who are more vulnerable to violence in school and those who have already been victims are most hesitant to talk to teachers. One-third of students with generally poor grades think teachers cannot help, as do 32% of those who have been victims of violence that took place in or around school. These students are also more likely to believe there is no privacy or confidentiality in school (30% and 40% respectively), and that teachers are not interested in students' problems (34% and 43% respectively). In comparison, only one in five (21%) students with good grades or who have *not* been victims (17%) believe that teachers do not seem interested in students' problems.

Students who believe their school has a problem with vandalism and those who think their school provides an only fair or poor education are more likely to be critical of teachers. One-third of students who receive an only fair or poor education say they do not talk to teachers about their problems with other students because there is no privacy or confidentiality in school. Nearly equal proportions believe teachers cannot help (29%), or that they do not seem interested in or do not have time for their students (39%). All these criticisms are mentioned less frequently by students who receive an excellent or good education. For example, just 18% of these students believe teachers cannot help them with their problems with other students.

Similar disparities of opinion are true for students who think vandalism is a problem in their school and those who do not. Specifically, over one-fourth (27%) of those who view vandalism as a problem in their school believe that teachers do not seem interested in students or do not have time; fewer (20%) of those who do *not* consider vandalism a problem think teachers are uninterested in their students. Similarly, students who believe that vandalism is a problem in their school are more likely to cite a lack confidentiality or privacy as reason for why they do not talk to teachers (29%), as compared with students who do not view vandalism as a problem in their school (21%).

Table 4-17

Reasons for Not Talking to Teachers

QUESTION: ***Why don't you talk to your teachers about these kinds of problems more often?***

		STUDENTS				
		STUDENT'S GRADES			STUDENT WAS A VICTIM	
	TOTAL	A'S AND B'S MOSTLY	B'S AND C'S MOSTLY	C'S, D'S AND F'S MOSTLY	WAS VICTIM	WAS NOT/ NOT SURE
	PERCENTAGE					
Prefer to talk to friends	53	54	52	57	[redacted]	[redacted]
Prefer to talk to a family member	34	38	29	26	[redacted]	[redacted]
There is no privacy or confidentiality in school	26	25	27	30	[redacted]	[redacted]
Teachers don't seem interested in their students/don't have time	24	21	26	34	[redacted]	[redacted]
Adults don't understand my problems	22	17	23	33	[redacted]	[redacted]
Teachers can't help	20	17	20	34	[redacted]	[redacted]
I will get in trouble	12	11	12	17	[redacted]	[redacted]
Other kids won't talk to me if I talk to a teacher	12	11	13	11	[redacted]	[redacted]
All Others	7	7	8	6	[redacted]	[redacted]
Don't have any problems	4	5	3	1	[redacted]	[redacted]
Not Sure	11	10	12	10	[redacted]	[redacted]
BASE	2442	1372	660	307	[redacted]	[redacted]

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Table 4-18

REASONS FOR NOT TALKING TO TEACHERS

QUESTION: ***Why don't you talk to your teachers about these kinds of problems more often?***

		STUDENTS			
		QUALITY OF EDUCATION		SCHOOL VANDALISM	
	TOTAL	EXCELLENT OR GOOD	FAIR OR POOR	HAS PROBLEMS	DOES NOT
	PERCENTAGE				
Prefer to talk to friends	[illegible]	54	51	[illegible]	54
Prefer to talk to a family member	[illegible]	37	25	[illegible]	38
There is no privacy or confidentiality in school	[illegible]	24	32	[illegible]	21
Teachers don't seem interested in their students/don't have time	[illegible]	[illegible]	39	[illegible]	20
Adults don't understand my problems	[illegible]	21	23	[illegible]	20
Teachers can't help	[illegible]	18	29	[illegible]	20
I will get in trouble	[illegible]	12	13	[illegible]	10
Other kids won't talk to me if I talk to a teacher	[illegible]	11	11	[illegible]	10
All Others	[illegible]	7	8	[illegible]	7
Don't have any problems	[illegible]	4	3	[illegible]	5
Not Sure	[illegible]	11	8	[illegible]	11
BASE	[illegible]	[illegible]	470	[illegible]	847

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Reporting Weapons and Violent Incidents

Only one in five (22%) students would definitely tell a teacher if he or she knew about another student who had carried a weapon, like a knife or gun, to school. Half say it would depend, and one-fifth are sure they would *not* tell a teacher. More than one-fourth (28%) of students who have been victims of violence or have been physically hurt while in or around school, would not tell a teacher if they knew of a student with a weapon. Similarly, students who fail to succeed academically are more likely *not* to tell (34% of those with mostly C's, D's and F's) than are students who receive higher grades (13% of those with mostly A's and B's). Older students, who are more likely to witness violent incidents and have more often been victims themselves, are less likely to tell a teacher when they know about a student who has carried a weapon to school.

As with their own personal problems, students whose school provides a lesser quality education are less likely to tell a teacher about a student who has carried a weapon to school; 14% would definitely tell, while 29% are sure they would not tell. Opinion among students who receive an excellent or good education is nearly reversed; 25% would definitely tell their teacher while 15% are sure they would not tell.

Minorities, boys and young men, and those in single parent households are more hesitant to report a student with a weapon. For example, one in three African-American students (29%), and roughly one in four boys and young men is sure he or she would *not* report a student who has carried a weapon to school. Fewer white students (18%) and girls and young women (14%) would not tell a teacher.

Students whose parents are least often in contact with school (seven or fewer contacts each year) and those most frequently in contact (29 or more contacts per year), are least likely to tell a teacher about a student who has carried a weapon to school; roughly one in four says he or she would certainly not tell.

OBSERVATION: ***Students who have been victims of violence, or have less positive school experiences, express lower levels of confidence in adults generally. They are less likely to have personal relationships with their teachers and are less connected with their school environment. These same students are more likely to refrain from reporting another student who has carried a weapon to school.***

Table 4-19

Reporting a Student with a Knife or Gun

QUESTION: *If you knew about a student who had carried a weapon — like a knife or gun — to school would you tell your teacher about it, or not?*

Base: Grades 7-12

		STUDENTS						
		GRADE LEVEL		STUDENT'S GRADES			STUDENT WAS A VICTIM	
	TOTAL	7-9	10-12	A'S AND B'S MOSTLY	B'S AND C'S MOSTLY	C'S, D'S AND F'S MOSTLY	WAS VICTIM	WAS NOT/ NOT SURE
	PERCENTAGE							
Would Definitely Tell My Teacher	22	24	19	27	20	12	19	23
It Depends	[illegible]	45	56	52	50	43	40	[illegible]
Would Not Tell My Teacher	[illegible]	20	18	13	22	34	33	[illegible]
Not Sure	[illegible]	11	7	8	9	11	8	10
BASE	[illegible]	691	809	759	449	227	549	947

Table 4-20

Reporting a Student with a Knife or Gun

QUESTION: *If you knew about a student who had carried a weapon — like a knife or gun — to school would you tell your teacher about it, or not?*

Base: Grades 7-12

		STUDENTS				
		QUALITY OF EDUCATION		RACE OR ETHNICITY		
	TOTAL	EXCELLENT OR GOOD	FAIR OR POOR	WHITE	AFRICAN AMERICAN	HISPANIC
	PERCENTAGE					
Would Definitely Tell My Teacher	22	25	14	24	15	18
It Depends	50	52	47	51	43	49
Would Not Tell My Teacher	19	15	23	18	29	21
Not Sure	9	8	16	7	13	12
BASE	1500	1099	378	1024	143	185

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Table 4-21

REPORTING A THREAT MADE WITH A KNIFE OR GUN

QUESTION: ***If you saw a student, in school, threaten another student with a knife or a gun, would you tell your teacher, or not?***

Base: Grades 7-12

		STUDENTS				
		STUDENT'S GRADES			STUDENT WAS A VICTIM	
	TOTAL	A'S AND B'S MOSTLY	B'S AND C'S MOSTLY	C'S, D'S AND F'S MOSTLY	WAS VICTIM	WAS NOT/ NOT SURE
	PERCENTAGE					
Would Definitely Tell My Teacher	45	51	42	32	[illegible]	[illegible]
It Depends	37	36	36	42	[illegible]	[illegible]
Would Not Tell My Teacher	12	8	13	20	[illegible]	[illegible]
Not Sure	7	5	9	6	7	7
BASE	1433	757	449	225	[illegible]	[illegible]

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Table 4-22

Reporting a Threat Made with a Knife or Gun

QUESTION: ***If you saw a student, in school, threaten another student with a knife or a gun, would you tell your teacher, or not?***

Base: Grades 7-12

	STUDENTS										
		STUDENT GENDER		FAMILY			PARENTAL INVOLVEMENT – CONTACTS WITH SCHOOL IN PAST YEAR				
	TOTAL	MALE	FEMALE	BOTH PARENTS	SINGLE PARENT	OTHER	7 OR FEWER	8–14	15–21	22–28	29 OR MORE
	PERCENTAGE										
Would Definitely Tell My Teacher	[illegible]	[illegible]	[illegible]	47	43	44	38	50	52	65	51
It Depends	[illegible]	[illegible]	[illegible]	36	34	41	40	35	33	26	33
Would Not Tell My Teacher	[illegible]	16	8	11	17	9	14	10	9	9	12
Not Sure	[illegible]	7	7	6	7	5	8	5	6	-	3
BASE	[illegible]	[illegible]	709	870	293	271	767	481	177	48	22

Table 4-23

Reporting a Threat Made with a Knife or Gun

QUESTION: ***If you saw a student, in school, threaten another student with a knife or a gun, would you tell your teacher, or not?***

Base: Grades 7-12

	STUDENTS					
		QUALITY OF EDUCATION		RACE OR ETHNICITY		
	TOTAL	EXCELLENT OR GOOD	FAIR OR POOR	WHITE	AFRICAN AMERICAN	HISPANIC
	PERCENTAGE					
Would Definitely Tell My Teacher	[illegible]	50	[illegible]	48	33	33
It Depends	37	36	[illegible]	38	33	45
Would Not Tell My Teacher	12	8	[illegible]	10	23	12
Not Sure	7	6	[illegible]	5	11	11
BASE	[illegible]	1096	[illegible]	1024	142	182

Table 4-24

REPORTING PHYSICALLY VIOLENT INCIDENTS

QUESTION: ***If you saw a student, in school, physically hurt another student, would you tell your teacher, or not?***

Base: Grades 7-12

		STUDENTS						
		STUDENT'S GRADES			STUDENT WAS A VICTIM		QUALITY OF EDUCATION	
	TOTAL	A'S AND B'S MOSTLY	B'S AND C'S MOSTLY	C'S, D'S AND F'S MOSTLY	WAS VICTIM	WAS NOT/ NOT SURE	EXCELLENT OR GOOD	FAIR OR POOR
	PERCENTAGE							
Would Definitely Tell My Teacher	30	35	29	17	[illegible]	[illegible]	[illegible]	23
It Depends	48	48	46	51	[illegible]	[illegible]	[illegible]	42
Would Not Tell My Teacher	17	11	20	28	[illegible]	[illegible]	[illegible]	29
Not Sure	5	6	5	4	[illegible]	[illegible]	[illegible]	6
BASE	1475	751	442	219	[illegible]	[illegible]	[illegible]	365

Table 4-25

REPORTING PHYSICALLY VIOLENT INCIDENTS

QUESTION: ***If you saw a student, in school, physically hurt another student, would you tell your teacher, or not?***

Base: Grades 7-12

		STUDENTS						
		STUDENT GENDER		PARENTAL INVOLVEMENT– CONTACTS WITH SCHOOL IN PAST YEAR				
	TOTAL	MALE	FEMALE	7 OR FEWER	8–14	15–21	22–28	29 OR MORE
	PERCENTAGE							
Would Definitely Tell My Teacher	[illegible]	21	38	28	31	34	40	36
It Depends	[illegible]	50	46	47	48	49	52	45
Would Not Tell My Teacher	[illegible]	23	11	18	17	13	8	15
Not Sure	[illegible]	6	5	7	4	4	–	4
BASE	[illegible]	653	794	757	475	174	48	23

Reasons for Not Reporting Incidents to Teachers

Nearly half of all students say they would not report a student with a weapon because they are concerned about retaliations: that the student would "get them back." This is only of somewhat greater concern for students who have been victims of violence (50%) as compared with those who have not been (46%). One-fourth of students would not report a student who had carried a weapon in school because they believe there is no privacy or confidentiality in school. This is of greater concern to those who have been victims of violence (35%) than for students who have not been victims (19%). One in three students says he or she would prefer to tell a friend, and one in five would prefer to speak with a guidance counselor or principal rather than a teacher.

When asked why they would not tell a teacher about threats made by another student, with a knife or gun, students most often cite a fear of retaliation (39%), that they prefer to tell a friend (30%) or school staff such as counselors or administrators (21%), or that there is no privacy or confidentiality in school (20%). Once again, concern about a lack of privacy is more frequent among students who have been victims of violence. Two high school students comment on why they would prefer to discuss confrontations with a counselor rather than a teacher:

> *"...because you get more attached to a guidance counselor than to a principal or a teacher."*

> *"The guidance counselors talk to you, you know? You let them know what's on your mind. They help you out...so you could relate a little better...."*

These same reasons are mentioned most often by students when asked why they would not tell a teacher about physical violence they may witness between students. As with threats made with a weapon, students who have been victims of violence are more concerned about a lack of privacy or confidentiality in school (24%) than are students who have not been victims. These students are also more likely to say they will not report physically violent incidents because they think teachers do not seem interested or do not have time for these problems (18%).

As with students who have been victims of violence, those who receive a lesser quality education or who think their school has a problem with vandalism, are more likely to have concerns about confidentiality and about their teacher's ability to help. One-third (32%) of those who receive an only fair or poor education say they would not report students with weapons because there is no privacy in their school. Likewise, these students less frequently report students who make threats with weapons because they think there is no privacy or confidentiality (31%), or because they believe teachers cannot do anything about it (17%). Students who believe their school has vandalism problems, as compared with students who say their school has no such problems, are more likely to say that teachers cannot do anything about students who make threats with weapons, 15% vs. 10%. They are also more likely to say they do not tell teachers about physically violent events because their school lacks privacy or confidentiality, 21% vs. 13%.

Table 4-26

REASONS FOR NOT TELLING A TEACHER ABOUT A WEAPON

QUESTION: ***Why would you decide NOT to tell your teacher?***

Base: Grades 7-12

		STUDENTS			
		GRADE LEVEL		STUDENT WAS A VICTIM	
	TOTAL	7–9	10–12	WAS VICTIM	WAS NOT/ NOT SURE
	PERCENTAGE				
I will be hurt/the other student will get back at me	47	50	44	[illegible]	[illegible]
Prefer to tell a friend	[illegible]	34	30	[illegible]	[illegible]
There is no privacy or confidentiality in school	[illegible]	23	27	[illegible]	[illegible]
Prefer to tell the guidance counselor or principal	[illegible]	22	16	[illegible]	[illegible]
I will get in trouble	[illegible]	14	11	[illegible]	[illegible]
The teacher couldn't do anything about it	[illegible]	14	11	[illegible]	[illegible]
Other kids won't talk to me if I complain to a teacher	[illegible]	13	8	[illegible]	[illegible]
Prefer to tell a family member	[illegible]	12	8	[illegible]	[illegible]
Teachers don't seem interested in their students/don't have time	[illegible]	10	7	[illegible]	[illegible]
None of my business	[illegible]	3	7	[illegible]	[illegible]
Depends on if it's a friend	[illegible]	4	4	[illegible]	[illegible]
All Others	[illegible]	8	13	[illegible]	[illegible]
Not Sure	[illegible]	8	8	[illegible]	[illegible]
BASE	[illegible]	636	728	[illegible]	[illegible]

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Table 4-27

REASONS FOR NOT TELLING A TEACHER ABOUT A THREAT

QUESTION: ***Why would you decide NOT to tell your teacher?***

Base: Grades 7-12

		STUDENTS			
		GRADE LEVEL		STUDENT WAS A VICTIM	
	TOTAL	7–9	10–12	WAS VICTIM	WAS NOT/ NOT SURE
	PERCENTAGE				
I will be hurt/the other student will get back at me	39	42	35	42	[redacted]
Prefer to tell a friend	30	32	29	29	[redacted]
Prefer to tell the guidance counselor or principal	21	25	17	18	[redacted]
There is no privacy or confidentiality in school	20	19	20	26	[redacted]
The teacher couldn't do anything about it	13	14	12	18	[redacted]
Prefer to tell a family member	12	14	8	9	[redacted]
I will get in trouble	10	12	8	12	[redacted]
Teachers don't seem interested in their students/don't have time	9	11	6	16	[redacted]
Other kids won't talk to me if I complain to a teacher	8	10	7	10	[redacted]
None of my business	5	4	6	5	[redacted]
All Others	8	6	9	10	[redacted]
Not Sure	17	15	18	15	[redacted]
BASE	1249	597	652	474	[redacted]

Table 4-28

REASONS FOR NOT TELLING A TEACHER ABOUT PHYSICAL VIOLENCE

QUESTION: ***Why would you decide NOT to tell your teacher?***

Base: Grades 7-12

		STUDENTS				
		STUDENT'S GRADES			STUDENT WAS A VICTIM	
	TOTAL	A'S AND B'S MOSTLY	B'S AND C'S MOSTLY	C'S, D'S AND F'S MOSTLY	WAS VICTIM	WAS NOT/ NOT SURE
	PERCENTAGE					
Prefer to tell a friend	[illegible]	33	27	31	29	[illegible]
I will get hurt/the other student will get back at me	[illegible]	32	26	25	33	[illegible]
There is no privacy or confidentiality in school	[illegible]	20	18	17	24	[illegible]
Prefer to tell the guidance counselor or principal	[illegible]	19	13	16	16	[illegible]
The teacher couldn't do anything about it	[illegible]	17	11	19	17	[illegible]
Prefer to tell a family member	[illegible]	12	14	6	11	[illegible]
I will get in trouble	[illegible]	8	10	11	11	[illegible]
Teachers don't seem interested in their students/don't have time	[illegible]	9	8	12	18	[illegible]
Other kids won't talk to me if I complain to a teacher	[illegible]	7	8	7	10	[illegible]
None of my business	[illegible]	4	8	6	6	[illegible]
All Others	[illegible]	11	13	13	14	[illegible]
Not Sure	[illegible]	18	21	15	15	[illegible]
BASE	[illegible]	631	400	200	403	[illegible]

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Table 4-29

REASONS FOR NOT TELLING A TEACHER ABOUT A WEAPON

QUESTION: ***Why would you decide NOT to tell your teacher?***

Base: Grades 7-12

		STUDENTS			
		QUALITY OF EDUCATION		SCHOOL VANDALISM	
	TOTAL	EXCELLENT OR GOOD	FAIR OR POOR	HAS PROBLEMS	DOES NOT
	PERCENTAGE				
I will be hurt/the other student will get back at me	[illegible]	47	46	[illegible]	43
Prefer to tell a friend	[illegible]	34	27	[illegible]	34
There is no privacy or confidentiality in school	[illegible]	23	32	[illegible]	19
Prefer to tell the guidance counselor or principal	[illegible]	22	11	[illegible]	18
I will get in trouble	[illegible]	12	15	[illegible]	11
The teacher couldn't do anything about it	[illegible]	11	17	[illegible]	10
Other kids won't talk to me if I complain to a teacher	[illegible]	10	12	[illegible]	10
Prefer to tell a family member	[illegible]	11	9	[illegible]	9
Teachers don't seem interested in their students/don't have time	[illegible]	6	14	[illegible]	5
None of my business	[illegible]	4	5	[illegible]	5
Depends on if it's a friend	[illegible]	4	3	[illegible]	4
All Others	[illegible]	11	10	[illegible]	13
Not Sure	[illegible]	7	9	[illegible]	8
BASE	[illegible]	909	336	[illegible]	413

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Table 4-30

REASONS FOR NOT TELLING A TEACHER ABOUT A THREAT

QUESTION: ***Why would you decide NOT to tell your teacher?***

Base: Grades 7-12

		STUDENTS			
		QUALITY OF EDUCATION		SCHOOL VANDALISM	
	TOTAL	EXCELLENT OR GOOD	FAIR OR POOR	HAS PROBLEMS	DOES NOT
	PERCENTAGE				
I will be hurt/the other student will get back at me	[illegible]	39	37	[illegible]	36
Prefer to tell a friend	[illegible]	32	27	[illegible]	31
Prefer to tell the guidance counselor or principal	[illegible]	24	12	[illegible]	19
There is no privacy or confidentiality in school	[illegible]	18	23	[illegible]	13
The teacher couldn't do anything about it	[illegible]	12	17	[illegible]	10
Prefer to tell a family member	[illegible]	13	9	[illegible]	10
I will get in trouble	[illegible]	10	11	[illegible]	9
Teachers don't seem interested in their students/don't have time	[illegible]	7	13	[illegible]	6
Other kids won't talk to me if I complain to a teacher	[illegible]	8	8	[illegible]	7
None of my business	[illegible]	4	6	[illegible]	6
All Others	[illegible]	7	9	[illegible]	10
Not Sure	[illegible]	16	17	[illegible]	17
BASE	[illegible]	905	319	[illegible]	378

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Table 4-31

REASONS FOR NOT TELLING A TEACHER ABOUT PHYSICAL VIOLENCE

QUESTION: ***Why would you decide NOT to tell your teacher?***

Base: Grades 7-12

		STUDENTS			
		QUALITY OF EDUCATION		SCHOOL VANDALISM	
	TOTAL	EXCELLENT OR GOOD	FAIR OR POOR	HAS PROBLEMS	DOES NOT
	PERCENTAGE				
Prefer to tell a friend	[redacted]	[redacted]	23	[redacted]	28
I will be hurt/the other student will get back at me	[redacted]	[redacted]	24	[redacted]	22
There is no privacy or confidentiality in school	[redacted]	[redacted]	22	[redacted]	13
Prefer to tell the guidance counselor or principal	[redacted]	[redacted]	8	[redacted]	14
The teacher couldn't do anything about it	[redacted]	[redacted]	16	[redacted]	13
Prefer to tell a family member	[redacted]	[redacted]	6	[redacted]	10
I will get in trouble	[redacted]	[redacted]	10	[redacted]	8
Teachers don't seem interested in their students/don't have time	[redacted]	[redacted]	16	[redacted]	8
Other kids won't talk to me if I complain to a teacher	[redacted]	[redacted]	7	[redacted]	7
None of my business	[redacted]	[redacted]	7	[redacted]	7
All Others	[redacted]	[redacted]	17	[redacted]	15
Not Sure	[redacted]	[redacted]	21	[redacted]	19
BASE	[redacted]	[redacted]	328	[redacted]	394

CHAPTER 5: ATTITUDES TOWARD CONFLICT AND VIOLENCE PREVENTION

Definitions of Violence

Parents, in general, are more likely than students to define particular types of incidents as violent. Specifically, a plurality of parents believe that verbal insults, threats to students, threats to teachers, and stealing are violent incidents. Students are less likely to consider these as violent events. Parents of younger and older children, and students of all ages, are in general agreement about which events they consider violence. For instance, one in three students in elementary, junior high, and high school thinks of verbal insults as violence. Similarly, nine in ten parents think of pushing, shoving, grabbing or slapping as violent events.

One disturbing difference between parents and school students relates to their opinions about the threat or use of weapons. While parents are in nearly universal agreement that using knives or firing guns (98%) or threatening someone with a weapon (99%) are violent incidents, a lesser proportion of students consider these events as violence (93% and 92% respectively). One high school student describes violence this way:

> *"Violence is poor behavior. You're either hurting yourself...or somebody's hurting you...hurting, wounding."*

Students who are at greater risk of being victims of violence, including those attending a school that provides a lesser quality education and those who say their parents have less frequent contact with school, are less likely to define various incidents as violent. In particular, less than two-thirds (63%) of students who receive a lesser quality education think that threats to teachers are violent incidents, as contrasted with 70% of students who receive an excellent or good education. Likewise, 29% of students who say their parents are least often in contact with school believe that verbal insults can be violent incidents, while 44% of those students whose parents most often communicate with school view verbal insults as violence. These students are also less likely to believe that pushing, shoving, grabbing and slapping (81%), threats with a weapon (92%), and the use of weapons such as knives or guns (91%) should be considered violent incidents.

Responsibility for Reducing Violence

A majority of students believe that all parties involved in the educational experience, teachers, students, parents, counselors, administrators and school board members, should help stop or reduce violence in public schools. A majority of students also think the police should be involved (68%).

Students at greater risk of being victims of violence are less likely to believe that students and figures of authority inside or outside the school should be responsible for helping to reduce school violence. Specifically, one in six boys and young men (17%) believes that students should not help as compared with one in ten girls and young women (8%). Students whose school provides an only fair or poor education are less likely to think students should help reduce violence; 78% as compared with 82% of students who rate their education as excellent or good. Minority students are less likely than white students to think their peers should be responsible for helping to reduce violence.

Similarly, students who fail to achieve academically, who receive an only fair or poor education or whose parents are rarely in contact with school, are less likely to think teachers should help reduce violence in the schools. In particular, 88% of students whose parents have seven or fewer school contacts each year think teachers should help stop or reduce violence, as contrasted with nearly universal proportions of students whose parents have 22 to 28 contacts (97%) or more than 28 contacts (96%) with school each year. Students who have been victims of violence are also less likely to say that teachers should help stop or reduce violence in schools.

These trends, among students who have been victims of violence or who are at greater risk of becoming victims, hold true when asked to consider the role of parents, administrators, and police. In particular, those who have been victims or who say their parents are least involved in school, are less likely to think these groups should help stop or reduce violence. One-third of students (35%) with generally poor grades are unsure if parents should be involved or think they should not help reduce violence. One-fourth (27%) of students whose parents have fewer than seven contacts with school annually are unsure about whether or not parents should help, or think they should not help.

Likewise, 22% of students with generally poor grades and 17% of those who receive an only fair or poor education are unsure about or think administrators should not help reduce violence in public schools. These students are also less likely to believe the police should be involved. One-fourth (27%) of students whose education is only fair or poor think police should not be involved, as compared with one-fifth (19%) of those who receive an excellent or good education. In addition, students whose parents are least involved in school (22%) and boys and young men (24%) more often think police should not help reduce violence in schools.

OBSERVATION: ***Students who have been victims of violence and those at greater risk are more critical about their school life and about relations with adults. Their opinions about who should be involved in trying to stop or reduce violence may be a reflection of their critical opinions and negative experiences. These opinions may also be a manifestation of a sense that nothing can be done to help stop or reduce violence in school.***

Table 5-1

DEFINITION OF VIOLENCE

QUESTION: ***People sometimes have different ideas about what is or is not a violent event. Please mark for each one of the following incidents whether or not you think it is a violent incident. (READ EACH ITEM) … Yes, Violent ….***

	TOTAL		ELEMENTARY		JUNIOR HIGH		HIGH SCHOOL	
	PARENTS	STUDENTS	PARENTS	STUDENTS	PARENTS	STUDENTS	PARENTS	STUDENTS
	PERCENTAGE							
Verbal Insults	59	[illegible]	63	33	56	29	55	33
Threats to Students	87	[illegible]	88	72	84	76	88	74
Threats to Teachers	91	[illegible]	95	64	87	69	88	74
Staring at or Intimidating Students	45	[illegible]	48	27	41	27	44	30
Pushing, Shoving, Grabbing, or Slapping	91	[illegible]	92	79	88	84	93	88
Kicking, Biting, or Hitting Someone with a Fist	97	[illegible]	98	87	96	92	97	96
Threatening Someone with a Knife or Gun	99	[illegible]	100	91	98	93	99	95
Using Knives or Firing Guns	98	[illegible]	98	88	97	92	99	97
Stealing	72	51	73	55	71	49	67	45
BASE	1011	2595	497	1090	277	692	233	813

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Table 5-2

STUDENTS' DEFINITION OF VIOLENCE

QUESTION: ***People sometimes have different ideas about what is or is not a violent event. Please mark for each one of the following incidents (READ EACH ITEM) … whether or not you think it is a violent incident.***

	STUDENTS									
		QUALITY OF EDUCATION		SCHOOL VANDALISM		PARENTAL INVOLVEMENT–CONTACTS WITH SCHOOL IN PAST YEAR				
	TOTAL	EXCELLENT OR GOOD	FAIR OR POOR	HAS PROBLEMS	DOES NOT	7 OR FEWER	8–14	15–21	22–28	29 OR MORE
	PERCENTAGE									
Verbal Insults	[redacted]	[redacted]	33	[redacted]	29	29	32	37	41	44
Threats to Students	[redacted]	[redacted]	69	[redacted]	68	72	74	74	80	80
Threats to Teachers	[redacted]	[redacted]	63	[redacted]	66	67	67	71	76	80
Staring at or Intimidating Students	[redacted]	[redacted]	34	[redacted]	23	28	27	29	31	33
Pushing, Shoving, Grabbing, or Slapping	[redacted]	[redacted]	83	[redacted]	83	81	85	85	85	85
Kicking, Biting, or Hitting Someone with a Fist	[redacted]	[redacted]	90	[redacted]	93	89	93	92	96	98
Threatening Someone with a Knife or Gun	[redacted]	[redacted]	91	[redacted]	92	92	93	93	95	97
Using Knives or Firing Guns	[redacted]	[redacted]	90	[redacted]	92	91	93	91	91	93
Stealing	[redacted]	[redacted]	42	[redacted]	46	45	55	53	58	66
BASE	[redacted]	[redacted]	485	[redacted]	914	1173	839	406	122	55

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Table 5-3

STOPPING OR PREVENTING VIOLENCE IN SCHOOL

QUESTION: ***Do you believe that the following groups should help stop and reduce violence in public schools, or not? (READ EACH ITEM) ....***

	STUDENTS		
	SHOULD HELP	SHOULD NOT	NOT SURE
	PERCENTAGE		
Parents	78	12	[redacted]
Students	81	13	[redacted]
Teachers	91	5	[redacted]
Counselors	88	7	[redacted]
School Administrators	85	8	[redacted]
The Local School Board	75	15	[redacted]
The Police	68	21	[redacted]
Local Community Members	44	37	[redacted]
Local Government Officials	49	34	[redacted]
The Local Business Community	32	47	[redacted]

Table 5-4

STUDENTS

QUESTION: ***Do you believe that the following groups should help stop and reduce violence in public schools, or not?***
... Students ....

		STUDENTS				
		GRADE LEVEL			STUDENT WAS A VICTIM	
	TOTAL	3-6	7-9	10-12	WAS VICTIM	WAS NOT/ NOT SURE
	PERCENTAGE					
Should Help	[illegible]	67	88	95	[illegible]	[illegible]
Should Not	[illegible]	22	8	3	[illegible]	[illegible]
Not Sure	[illegible]	11	5	2	[illegible]	[illegible]
BASE	[illegible]	1067	687	811	[illegible]	1817

Table 5-5

STUDENTS

QUESTION: ***Do you believe that the following groups should help stop and reduce violence in public schools, or not?***
... Students ....

		STUDENTS						
		QUALITY OF EDUCATION		STUDENT GENDER		RACE OR ETHNICITY		
	TOTAL	EXCELLENT OR GOOD	FAIR OR POOR	MALE	FEMALE	WHITE	AFRICAN-AMERICAN	HISPANIC
	PERCENTAGE							
Should Help	81	[illegible]	78	77	85	83	76	76
Should Not	13	11	18	17	8	11	17	16
Not Sure	6	[illegible]	5	6	7	6	7	8
BASE	[illegible]	[illegible]	483	1203	1321	1665	258	370

Table 5-6

TEACHERS

QUESTION: *Do you believe that the following groups should help stop and reduce violence in public schools, or not?*
... Teachers ....

		STUDENTS						
		STUDENT'S GRADES			STUDENT WAS A VICTIM		QUALITY OF EDUCATION	
	TOTAL	A'S AND B'S MOSTLY	B'S AND C'S MOSTLY	C'S, D'S AND F'S MOSTLY	WAS VICTIM	WAS NOT/ NOT SURE	EXCELLENT OR GOOD	FAIR OR POOR
	PERCENTAGE							
Should Help	91	93	90	85	[illegible]	92	[illegible]	84
Should Not	5	4	6	12	[illegible]	4	[illegible]	11
Not Sure	4	3	4	3	4	4	[illegible]	5
BASE	2564	1450	682	320	748	1816	[illegible]	484

Table 5-7

TEACHERS

QUESTION: *Do you believe that the following groups should help stop and reduce violence in public schools, or not?*
... Teachers ....

		STUDENTS							
		FAMILY			PARENTAL INVOLVEMENT – CONTACTS WITH SCHOOL IN PAST YEAR				
	TOTAL	BOTH PARENTS	SINGLE PARENT	OTHER	7 OR FEWER	8–14	15–21	22–28	29 OR MORE
	PERCENTAGE								
Should Help	91	92	89	90	88	92	93	97	96
Should Not	5	4	8	7	7	5	4	2	–
Not Sure	4	4	3	3	5	3	3	1	4
BASE	2564	1522	520	425	1155	830	402	122	55

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Table 5-8

PARENTS

QUESTION: *Do you believe that the following groups should help stop and reduce violence in public schools, or not?*
... Parents ....

		STUDENTS						
		STUDENT'S GRADES			STUDENT WAS A VICTIM		QUALITY OF EDUCATION	
	TOTAL	A'S AND B'S MOSTLY	B'S AND C'S MOSTLY	C'S, D'S AND F'S MOSTLY	WAS VICTIM	WAS NOT/ NOT SURE	EXCELLENT OR GOOD	FAIR OR POOR
	PERCENTAGE							
Should Help	[redacted]	83	76	65	[redacted]	[redacted]	[redacted]	67
Should Not	[redacted]	9	14	23	[redacted]	[redacted]	[redacted]	20
Not Sure	[redacted]	9	10	12	[redacted]	[redacted]	[redacted]	12
BASE	[redacted]	1454	681	320	[redacted]	[redacted]	[redacted]	481

Table 5-9

PARENTS

QUESTION: *Do you believe that the following groups should help stop and reduce violence in public schools, or not?*
... Parents ....

		STUDENTS						
		STUDENT GENDER		PARENTAL INVOLVEMENT– CONTACTS WITH SCHOOL IN PAST YEAR				
	TOTAL	MALE	FEMALE	7 OR FEWER	8–14	15–21	22–28	29 OR MORE
	PERCENTAGE							
Should Help	[redacted]	74	83	74	80	83	87	93
Should Not	[redacted]	15	9	14	12	10	8	2
Not Sure	[redacted]	11	9	13	9	7	5	5
BASE	[redacted]	1202	1323	1154	834	402	122	55

Table 5-10

ADMINISTRATORS

QUESTION: ***Do you believe that the following groups should help stop and reduce violence in public schools, or not?***
... School administrators ....

		STUDENTS						
		STUDENT'S GRADES			STUDENT WAS A VICTIM		QUALITY OF EDUCATION	
	TOTAL	A'S AND B'S MOSTLY	B'S AND C'S MOSTLY	C'S, D'S AND F'S MOSTLY	WAS VICTIM	WAS NOT/ NOT SURE	EXCELLENT OR GOOD	FAIR OR POOR
	PERCENTAGE							
Should Help	[illegible]	88	82	78	[illegible]	[illegible]	[illegible]	83
Should Not	[illegible]	6	10	14	[illegible]	[illegible]	[illegible]	10
Not Sure	[illegible]	6	8	8	[illegible]	[illegible]	[illegible]	7
BASE	[illegible]	1452	600	318	[illegible]	[illegible]	[illegible]	476

Table 5-11

POLICE

QUESTION: ***Do you believe that the following groups should help stop and reduce violence in public schools, or not?***
... The police ....

		STUDENTS			
		QUALITY OF EDUCATION		SCHOOL VANDALISM	
	TOTAL	EXCELLENT OR GOOD	FAIR OR POOR	HAS PROBLEMS	DOES NOT
	PERCENTAGE				
Should Help	[illegible]	[illegible]	63	[illegible]	64
Should Not	21	[illegible]	27	[illegible]	23
Not Sure	12	[illegible]	10	11	13
BASE	[illegible]	[illegible]	462	[illegible]	905

Table 5-12

POLICE

QUESTION: ***Do you believe that the following groups should help stop and reduce violence in public schools, or not?***
… The police ….

	STUDENTS										
		STUDENT GENDER		FAMILY			PARENTAL INVOLVEMENT – CONTACTS WITH SCHOOL IN PAST YEAR				
	TOTAL	MALE	FEMALE	BOTH PARENTS	SINGLE PARENT	OTHER	7 OR FEWER	8–14	15–21	22–28	29 OR MORE
	PERCENTAGE										
Should Help	68	[illegible]	[illegible]	67	73	67	67	66	71	76	81
Should Not	21	[illegible]	[illegible]	20	19	23	22	22	19	12	9
Not Sure	12	[illegible]	[illegible]	13	7	10	12	12	10	12	10
BASE	2565	[illegible]	[illegible]	1521	521	423	1156	831	402	121	55

Table 5-13

RESPONSIBILITY FOR VIOLENCE PREVENTION

QUESTION: ***When it comes to (preventing), stopping or reducing violence in your school would you say that each of the following groups tries (READ EACH ITEM)***
... not enough?

	TOTAL		ELEMENTARY		JUNIOR HIGH		HIGH SCHOOL	
	PARENTS	STUDENTS	PARENTS	STUDENTS	PARENTS	STUDENTS	PARENTS	STUDENTS
	PERCENTAGE							
Parents	41	[illegible]	38	21	46	42	39	49
Students	48	[illegible]	44	43	51	68	50	72
Teachers	26	[illegible]	22	15	33	31	24	35
School Administrators	29	[illegible]	26	19	33	39	29	37
The Local School Board	35	[illegible]	31	24	38	44	39	45
The Police	24	[illegible]	25	21	25	37	23	34
Local Community Members	36	[illegible]	36	28	36	43	35	41
Local Government Officials	45	37	43	26	45	49	48	41
The Local Business Community	40	[illegible]	38	30	44	44	40	37
BASE	1011	2595	497	1090	277	692	233	813

Effective Representatives for Anti-Violence Messages

When asked who would be an effective spokesperson to help stop or reduce school violence, students recommend a wide array of individuals; most popular are famous athletes. Students who are greater risk of becoming victims of violence are most likely to say they would listen to or pay attention to a famous athlete. Specifically, 38% of those with generally poor grades and 42% of boys and young men prefer a famous athlete.

Sizable proportions say they would be most likely to listen to someone who has been jailed for committing an act of violence, to a survivor of violence, or to a parent whose child has been the victim of an act of violence. Students who are at greater risk of becoming victims of violence and those who have been victims, are more likely to favor a spokesperson who has been involved in or touched by violence. One-third of students who have been victims of violence (29%) and equal proportions of junior high and high school students (29% and 33% respectively), say they would be most likely to listen to or pay attention to someone who has been jailed for committing an act of violence. A high school student's response when asked who would be an effective spokesperson against violence said:

> *"The people who have done it, who regret it. Because you can't tell me about nothing if you haven't been through nothing."*

OBSERVATION: ***These findings show that there are a variety of vehicles that could effectively reach students. It is particularly important to note the various people who could gain the attention of students who most need to learn about how to avoid becoming a participant in, or a victim of, violence.***

Table 5-14

SPOKESPERSON FOR ANTI-VIOLENCE MESSAGES

QUESTION: ***If you had to decide, which of the following do you think would be most effective as spokesperson to help reduce and prevent student violence. Who would you be most likely to listen to and pay attention to?***

		STUDENTS							
		GRADE LEVEL			STUDENT'S GRADES			STUDENT WAS A VICTIM	
	TOTAL	3–6	7–9	10–12	A'S AND B'S MOSTLY	B'S AND C'S MOSTLY	C'S, D'S AND F'S MOSTLY	WAS VICTIM	WAS NOT /NOT SURE
	PERCENTAGE								
A famous athlete	[redacted]	30	41	30	34	30	38	[redacted]	[redacted]
Someone who has been jailed for committing an act of violence	[redacted]	11	29	33	20	27	24	[redacted]	[redacted]
A survivor of violence	[redacted]	17	22	29	21	21	23	[redacted]	[redacted]
A famous TV/movie actor	[redacted]	16	26	20	16	25	27	[redacted]	[redacted]
A parent whose child has been the victim of an act of violence	[redacted]	12	19	22	16	18	15	[redacted]	[redacted]
A police officer	[redacted]	21	13	8	14	15	14	[redacted]	[redacted]
A student who has committed acts of violence	[redacted]	6	18	21	12	15	17	[redacted]	[redacted]
A national government official (like the President or the Attorney General)	[redacted]	13	14	8	12	12	11	[redacted]	[redacted]
A teacher or principal	[redacted]	18	7	5	11	11	8	[redacted]	[redacted]
A religious leader	[redacted]	7	9	7	6	8	9	[redacted]	[redacted]
A local government official (like the Mayor)	[redacted]	8	9	4	6	8	9	[redacted]	[redacted]
Someone Else	[redacted]	3	3	2	3	3	4	[redacted]	[redacted]
Not Sure	[redacted]	6	8	7	5	8	8	[redacted]	[redacted]
BASE	[redacted]	1044	659	781	1424	657	314	[redacted]	[redacted]

Table 5-15

SPOKESPERSON FOR ANTI-VIOLENCE MESSAGES

QUESTION: ***If you had to decide, which of the following do you think would be most effective as spokesperson to help reduce and prevent student violence. Who would you be most likely to listen to and pay attention to?***

		STUDENTS							
		STUDENT GENDER		FAMILY			RACE OR ETHNICITY		
	TOTAL	MALE	FEMALE	BOTH PARENTS	SINGLE PARENT	OTHER	WHITE	AFRICAN-AMERICAN	HISPANIC
	PERCENTAGE								
A famous athlete	33	42	24	33	33	32	32	39	32
Someone who has been jailed for committing an act of violence	22	20	25	22	24	23	22	27	23
A survivor of violence	21	19	24	21	24	19	20	21	25
A famous TV/movie actor	20	20	20	18	23	22	18	28	24
A parent whose child has been the victim of an act of violence	17	14	20	16	20	16	16	19	20
A police officer	15	15	14	15	15	15	14	18	14
A student who has committed acts of violence	14	12	15	12	17	14	12	13	20
A national government official (like the President or the Attorney General)	12	13	10	12	12	10	11	13	12
A teacher or principal	11	10	12	10	12	11	9	14	14
A religious leader	8	9	6	7	9	7	6	14	9
A local government official (like the Mayor)	7	8	6	6	9	7	6	11	8
Someone Else	3	3	4	3	3	3	2	7	3
Not Sure	7	6	6	6	6	6	7	6	7
BASE	[illegible]	1162	1239	1488	508	414	1633	243	365

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A plurality of students believe there would be less violence if there were more things for kids to do. However, many students have vague and conflicting opinions about how to handle potential confrontations and personal relationships. Half of all students agree that most people they know say it is almost impossible to walk away from an angry scene or confrontation without fighting. One in four students thinks that adults in this society really do not care about what he or she thinks (27%) and that it shows weakness to apologize to someone.

OBSERVATION: ***Clearly, there is potential to teach students that disagreements and confrontations do not have to become violent incidents. In addition to disciplinary measures, schools must look to provide examples and guidance on how to walk away from confrontations and communicate constructively with others even in a disagreement.***

Students who have been victims of violence or have been physically hurt while in or around school, are most likely to agree with these statements. They are more likely to believe that violence cannot be avoided, and they are more often critical of adults. Nearly three-fourths of students who have been victims of violence (72%) think there would be less violence if there were more things for kids to do. Similarly, students who have been victims of violence are more likely than those who have not been to believe this statement *"Most people I know say that it's impossible to walk away from an angry scene or confrontation without fighting"*, 66% vs. 47%. Half of these students think adults in society today do not care about what they think or how they feel. By contrast only one in five students who has not been the victim of a violent incident believes this is true. Some students believe that when confrontations arise, there are two clearly defined alternatives: resort to physical violence or resolve a disagreement entirely before walking away. One student's comment:

"You either fight your way there and then or you're gonna squash it, cause once you leave that person and you still got some confrontation goin' on, you never know when the person's gonna come back. So you got to be on your toes twenty-four seven. See, so you try your best to squash it right then and there, so you don't have to wait on the way comin' back... If that don't work, you better fight. There's no such thing as turning away no more. You can not walk away with somebody arguin' with you."

Students with generally poor grades are most likely to know adults who say it is impossible to walk away from angry scenes or confrontations without a fight (70%). They are more likely to believe that apologies are a sign of weakness (37%). By contrast, students who have achieved academically (getting mostly A's and B's) are divided in their opinions; equal proportions agree and disagree that most people they know say it is impossible to walk away from angry scenes or confrontations without fighting.

Similar trends are apparent among students who receive an only fair or poor education, among those whose school has a problem with vandalism, and among minority students. Specifically, a plurality (57%) of students who view vandalism as a problem state that most people they know think it is impossible to walk away from an angry scene or confrontation as compared with less than half (45%) of students who do not view vandalism as a problem. There are similar disparities between African-American (69%) and Hispanic (60%) students as contrasted with white students (48%).

Similarly, students who receive a lesser quality of education, and those who think their school has problems with vandalism, are more likely to think that adults in this society do not care about what they think or how they feel. These same students are more likely to think that apologizing to someone is a sign of weakness. Specifically, more than one-fourth of students (26%) whose school has a problem with vandalism believe that an apology is a sign of weakness, as compared to one-fifth (20%) students who do not view vandalism as a problem.

Boys and young men are twice as likely as girls and young women (32% vs. 15%) to believe that it shows weakness to apologize to someone. This opinion is more widely held by students in single parent households and by students in other living arrangements, such as living with step-parents, foster parents or other relatives (27% and 28% respectively). Similarly, boys and young men, children of single parent households, and those whose parents are least or most often in contact with school, are more likely to believe that adults in this society do not care about what they think or how they feel. In particular, one-third of children in single parent households (30%) and of students who say their parents have seven or fewer communications with school each year (33%) believe this is true. Students who live in households with step-parents, foster parents or others are most likely (36%) to believe adults in this society do not care what they think or how they feel. These same students are more likely to agree with the statement that "most people I know say that it's almost impossible to walk away from an angry scene or confrontation without fighting." Children in single parent households (60%) and those whose parents have seven or fewer contacts with school each year (57%) are most likely to agree with this statement.

Table 5-16

STUDENTS' PERSONAL RELATIONS AND FEELINGS

QUESTION: ***Please mark for each of these statements whether you think it is true or false? (READ EACH ITEM) ....***

	TRUE	FALSE	NOT SURE
	PERCENTAGE		
There would be much less violence if there were more things for kids to do	[illegible]	22	11
Most people I know would say that it's almost impossible to walk away from an angry scene or confrontation without fighting	[illegible]	37	11
Adults in this society really don't care about what I think or how I feel	[illegible]	60	14
It shows weakness to apologize to someone	[illegible]	68	9

Table 5-17

CURBING VIOLENCE

QUESTION: ***Please mark for each of these statements whether you think it is true or false?***

... There would be much less violence if there were more things for kids to do ....

		STUDENTS				
		STUDENT'S GRADES			STUDENT WAS A VICTIM	
	TOTAL	A'S AND B'S MOSTLY	B'S AND C'S MOSTLY	C'S, D'S AND F'S MOSTLY	WAS VICTIM	WAS NOT/ NOT SURE
	PERCENTAGE					
True	[illegible]	66	70	70	[illegible]	[illegible]
False	[illegible]	23	20	24	[illegible]	[illegible]
Not Sure	[illegible]	11	10	6	[illegible]	[illegible]
BASE	[illegible]	1465	687	318	[illegible]	[illegible]

Table 5-18

Dealing with a Confrontation

QUESTION: ***Please mark for each of these statements whether you think it is true or false?***

… Most people I know would say that it's almost impossible to walk away from an angry scene or confrontation without fighting ….

		STUDENTS							
		GRADE LEVEL			STUDENT'S GRADES			STUDENT WAS A VICTIM	
	TOTAL	3–6	7–9	10–12	A'S AND B'S MOSTLY	B'S AND C'S MOSTLY	C'S, D'S AND F'S MOSTLY	WAS VICTIM	WAS NOT /NOT SURE
	PERCENTAGE								
True	52	43	59	59	45	59	70	66	47
False	37	43	30	34	44	30	23	28	40
Not Sure	11	14	11	7	12	11	7	7	13
BASE	2581	1083	688	810	1465	687	318	745	1831

Table 5-19

Adults Caring About Children

QUESTION: ***Please mark for each of these statements whether you think it is true or false?***

… Adults in this society really don't care about what I think or how I feel ….

		STUDENTS							
		GRADE LEVEL			STUDENT'S GRADES			STUDENT WAS A VICTIM	
	TOTAL	3–6	7–9	10–12	A'S AND B'S MOSTLY	B'S AND C'S MOSTLY	C'S, D'S AND F'S MOSTLY	WAS VICTIM	WAS NOT /NOT SURE
	PERCENTAGE								
True	[illegible]	19	29	36	20	30	44	46	[illegible]
False	[illegible]	69	55	51	66	57	41	40	[illegible]
Not Sure	[illegible]	12	16	13	14	12	15	13	[illegible]
BASE	2579	1081	689	809	1464	687	318	744	[illegible]

Table 5-20

APOLOGIES AS A SIGN OF WEAKNESS

QUESTION: ***Please mark for each of these statements whether you think it is true or false?***
... It shows weakness to apologize to someone ....

		STUDENTS							
		GRADE LEVEL			STUDENT'S GRADES			STUDENT WAS A VICTIM	
	TOTAL	3–6	7–9	10–12	A'S AND B'S MOSTLY	B'S AND C'S MOSTLY	C'S, D'S AND F'S MOSTLY	WAS VICTIM	WAS NOT /NOT SURE
	PERCENTAGE								
True	23	28	23	17	19	26	37	31	[illegible]
False	68	63	66	79	74	65	54	[illegible]	[illegible]
Not Sure	9	9	11	5	8	8	9	6	[illegible]
BASE	2578	1080	688	810	1465	687	316	744	[illegible]

Table 5-21

CURBING VIOLENCE

QUESTION: ***Please mark for each of these statements whether you think it is true or false?***
... There would be much less violence if there were more things for kids to do ....

		STUDENTS						
		QUALITY OF EDUCATION		SCHOOL VANDALISM		RACE OR ETHNICITY		
	TOTAL	EXCELLENT OR GOOD	FAIR OR POOR	HAS PROBLEMS	DOES NOT	WHITE	AFRICAN-AMERICAN	HISPANIC
	PERCENTAGE							
True	67	67	70	69	[illegible]	66	72	69
False	[illegible]	22	22	[illegible]	[illegible]	24	19	19
Not Sure	11	11	8	10	[illegible]	10	9	12
BASE	[illegible]	2017	483	[illegible]	[illegible]	1670	258	375

Table 5-22

DEALING WITH A CONFRONTATION

QUESTION: ***Please mark for each of these statements whether you think it is true or false?***

… Most people I know would say that it's almost impossible to walk away from an angry scene or confrontation without fighting ….

		STUDENTS						
		QUALITY OF EDUCATION		SCHOOL VANDALISM		RACE OR ETHNICITY		
	TOTAL	EXCELLENT OR GOOD	FAIR OR POOR	HAS PROBLEMS	DOES NOT	WHITE	AFRICAN-AMERICAN	HISPANIC
	PERCENTAGE							
True	[illegible]	49	65	[illegible]	[illegible]	48	69	60
False	[illegible]	40	25	[illegible]	[illegible]	41	22	28
Not Sure	[illegible]	11	10	[illegible]	[illegible]	11	9	12
BASE	[illegible]	2016	483	[illegible]	[illegible]	1671	258	375

Table 5-23

ADULTS CARING ABOUT CHILDREN

QUESTION: ***Please mark for each of these statements whether you think it is true or false?***

… Adults in this society really don't care about what I think or how I feel ….

		STUDENTS						
		QUALITY OF EDUCATION		SCHOOL VANDALISM		RACE OR ETHNICITY		
	TOTAL	EXCELLENT OR GOOD	FAIR OR POOR	HAS PROBLEMS	DOES NOT	WHITE	AFRICAN-AMERICAN	HISPANIC
	PERCENTAGE							
True	[illegible]	23	44	[illegible]	[illegible]	25	31	32
False	[illegible]	65	40	[illegible]	[illegible]	63	56	53
Not Sure	[illegible]	13	16	[illegible]	[illegible]	12	13	15
BASE	[illegible]	2015	483	[illegible]	[illegible]	1671	258	374

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Table 5-24

Apologies as a Sign of Weakness

QUESTION: ***Please mark for each of these statements whether you think it is true or false?***

... It shows weakness to apologize to someone ....

	STUDENTS							
		QUALITY OF EDUCATION		SCHOOL VANDALISM		RACE OR ETHNICITY		
	TOTAL	EXCELLENT OR GOOD	FAIR OR POOR	HAS PROBLEMS	DOES NOT	WHITE	AFRICAN-AMERICAN	HISPANIC
	PERCENTAGE							
True	[redacted]	22	28	[redacted]	[redacted]	20	35	32
False	[redacted]	70	63	[redacted]	[redacted]	74	52	53
Not Sure	[redacted]	8	9	[redacted]	[redacted]	6	13	15
BASE	[redacted]	2015	482	[redacted]	[redacted]	1671	258	374

Table 5-25

Apologies as a Sign of Weakness

QUESTION: ***Please mark for each of these statements whether you think it is true or false?***

... It shows weakness to apologize to someone ....

	STUDENTS										
		STUDENT GENDER		FAMILY			PARENTAL INVOLVEMENT – CONTACTS WITH SCHOOL IN PAST YEAR				
	TOTAL	MALE	FEMALE	BOTH PARENTS	SINGLE PARENT	OTHER	7 OR FEWER	8–14	15–21	22–28	29 OR MORE
	PERCENTAGE										
True	[redacted]	[redacted]	[redacted]	21	27	25	26	22	20	16	26
False	[redacted]	[redacted]	[redacted]	70	64	68	63	71	72	78	72
Not Sure	[redacted]	[redacted]	[redacted]	8	9	8	11	7	8	6	1
BASE	[redacted]	[redacted]	[redacted]	1531	521	429	1163	835	404	122	54

Table 5-26

ADULTS CARING ABOUT CHILDREN

QUESTION: *Please mark for each of these statements whether you think it is true or false?*
... Adults in this society really don't care about what I think or how I feel ....

	STUDENTS										
		STUDENT GENDER		FAMILY			PARENTAL INVOLVEMENT – CONTACTS WITH SCHOOL IN PAST YEAR				
	TOTAL	MALE	FEMALE	BOTH PARENTS	SINGLE PARENT	OTHER	7 OR FEWER	8–14	15–21	22–28	29 OR MORE
	PERCENTAGE										
True	[illegible]	[illegible]	[illegible]	23	30	36	33	24	19	16	30
False	[illegible]	[illegible]	[illegible]	64	55	52	50	64	71	74	60
Not Sure	[illegible]	[illegible]	[illegible]	13	15	13	17	12	10	10	10
BASE	[illegible]	1214	[illegible]	1531	521	430	1165	835	403	122	54

Table 5-27

DEALING WITH A CONFRONTATION

QUESTION: *Please mark for each of these statements whether you think it is true or false?*
... Most people I know would say that it's almost impossible to walk away from an angry scene or confrontation without fighting ....

	STUDENTS										
		STUDENT GENDER		FAMILY			PARENTAL INVOLVEMENT – CONTACTS WITH SCHOOL IN PAST YEAR				
	TOTAL	MALE	FEMALE	BOTH PARENTS	SINGLE PARENT	OTHER	7 OR FEWER	8–14	15–21	22–28	29 OR MORE
	PERCENTAGE										
True	[illegible]	[illegible]	[illegible]	47	60	58	57	51	45	42	51
False	[illegible]	[illegible]	[illegible]	40	33	34	30	41	42	47	41
Not Sure	[illegible]	[illegible]	[illegible]	13	7	8	12	8	13	11	8
BASE	[illegible]	[illegible]	[illegible]	1532	521	430	1165	836	404	122	54

CHAPTER 6: SCHOOL VIOLENCE AND THE SURROUNDING ENVIRONMENT

Parents and students have considerably different views about how various environmental issues impact their schools. Parents more often view factors such as overcrowded classrooms and the mass media as factors contributing to school violence. Though students may not be as concerned about such issues as parents, some are more concerned than others. Those who have been the victims of school violence and students who are at greater risk are more likely to believe that factors like neighborhood violence and the use of drugs and alcohol contribute to the level of violence in schools.

Issues Related to Violence in School

Parents generally believe their schools are negatively impacted by vandalism, overcrowded classrooms, the role of the mass media, and other external issues. In particular, a majority of parents (70%) believe vandalism takes valuable resources away from violence prevention while only a minority of students believe this statement is true. Similarly, three- fourths of parents believe violence has increased because students do not receive proper supervision at home, while fewer students (51%) believe this is true. When asked about the role the media plays, many parents (71%) believe it contributes to violence in the public schools, but only half of all students concur (51%).

Parents, children, and young adults are in closer agreement about the role of drugs and alcohol. When asked, a majority of students and parents agree that the use of drugs and alcohol is a major factor contributing to school violence (61% and 73% respectively). They are in closer agreement about the role of neighborhood violence as well; a plurality of students (62%) and parents (69%) believe violence in the neighborhood often leads to violence in school.

Parents

There are differences of opinion, however, among parents. Those who negatively assess the quality of education their school provides or worry about their child's safety are more often concerned about the impact of outside conditions on the school environment. Specifically, as compared with parents who do not worry about their child's safety, parents who worry more often believe that vandalism takes away valuable resources from violence prevention (78% vs. 61%) and that school violence has increased because of a lack of proper supervision at home (80% vs. 68%). Similarly, a plurality of parents who assess the quality of education their school provides as only fair or poor and of those who worry about their child's safety, believe that overcrowded classrooms and staff shortages contribute to violence in schools and that teachers cannot effectively teach their students because of the threat of violence. By comparison, only one-third of parents who do not worry about their child's safety believe that teachers cannot effectively teach because of the threat of violence. Parents who are least often in contact with their child's school (who say they had seven or fewer contacts each year) are most likely to believe this statement is true, 63% as compared with 41% of those most often in contact with their child's school.

A majority of parents, regardless of their other concerns, believe the use of drugs and alcohol are major contributing factors to school violence. Parents who worry about their child's safety and those who are least involved in school are most likely to agree with this statement, 80% and 83% respectively as contrasted with 73% of parents overall. Likewise, these parents most often believe that violence in the neighborhood around a school leads to violence in school; 79% of parents who worry about their child's safety, 73% of those who least often are in contact with school, and 77% of those who negatively assess the quality of education their school provides agree with this statement.

Students

As compared with parents, students are generally less concerned about the impact of external factors on the level of violence in school. However, students who have been victims of violence and those at greater risk of becoming victims are more likely to believe that factors such as drugs and alcohol or neighborhood violence affect the level of violence in their school. These opinions are more widely held by older students, those who have failed to succeed academically (getting mostly C's, D's and F's), and by students who have been victims of violence. In particular, two in five (41%) of those who have been victims of violence believe the following statement is true: "Drugs and alcohol are major contributing factors in violent incidents that occur in or around school." By contrast, only one in four (24%) students who has not been a victim of violence believes this statement is true. Likewise, students who have been victims of violence (59%) and those with generally get lower grades (54%) most often believe that violence in the neighborhood leads to violence in school.

Students who are more critical of their school, such as those who receive an only fair or poor education and those who think their school has a problem with vandalism, more often believe that external factors negatively impact their school environment. Students who say their school has a problem with vandalism are twice as likely as those who do not view vandalism as a problem, to think that drugs and alcohol are major contributing factors to violence in their schools, 36% vs 17%. These students and those whose school provides an only fair or poor education more frequently believe that violence in the neighborhood leads to violence in their school.

Table 6-1

ISSUES RELATED TO VIOLENCE IN SCHOOL

QUESTION: *These are some statements about violence in public schools. Please mark for each one if you think it is a true or false statement about YOUR SCHOOL. (READ EACH ITEM)*
... True ....

Base for students: Grades 7-12

	TOTAL		ELEMENTARY	JUNIOR HIGH		HIGH SCHOOL	
	PARENTS	STUDENTS	PARENTS	PARENTS	STUDENTS	PARENTS	STUDENTS
	PERCENTAGE						
Vandalism takes valuable resources (such as staffing and school financing) away from violence prevention	[redacted]	[redacted]	72	68	40	69	43
Schools violence has increased because students do not receive proper supervision at home	[redacted]	[redacted]	75	75	50	75	52
Overcrowded classrooms and staff shortages contribute to violence in schools	[redacted]	[redacted]	56	59	34	56	48
Teachers cannot effectively teach their students because of the threat of violence	[redacted]	[redacted]	49	47	23	49	22
The portrayal of violence in the mass media contributes to violence in schools	[redacted]	[redacted]	70	73	48	72	54
The use of drugs and alcohol are major factors contributing to school violence	[redacted]	[redacted]	70	74	59	79	64
Violence in the neighborhood around a school often leads to violence within the school	[redacted]	[redacted]	73	69	62	61	62
BASE	[redacted]	[redacted]	497	277	692	233	813

Table 6-2

VANDALISM TAKES AWAY VALUABLE RESOURCES

QUESTION: *I would like to read you some statements about violence in public schools. Please tell me for each one whether you think it is a true or false statement about your school.*

... Vandalism takes valuable resources, such as staffing and school financing, away from violence prevention ....

		PARENTS								
		QUALITY OF EDUCATION		WORRIED ABOUT CHILD'S SAFETY		PARENTAL INVOLVEMENT–CONTACTS WITH SCHOOL IN PAST YEAR				
	TOTAL	EXCELLENT OR GOOD	FAIR OR POOR	VERY OR SOMEWHAT	NOT VERY/ NOT AT ALL	7 OR FEWER	8–14	15–21	22–28	29 OR MORE
	PERCENTAGE									
True	70	70	73	78	61	62	71	67	75	74
False	[illegible]	28	26	20	38	35	26	31	25	25
Not Sure	[illegible]	2	1	2	1	3	4	2	*	1
BASE	1011	783	225	527	480	73	220	299	251	168

*Less than 0.5%

Table 6-3

LACK OF SUPERVISION AT HOME

QUESTION: *I would like to read you some statements about violence in public schools. Please tell me for each one whether you think it is a true or false statement about your school.*

... School violence has increased because students do not receive proper supervision at home ....

		PARENTS								
		QUALITY OF EDUCATION		WORRIED ABOUT CHILD'S SAFETY		PARENTAL INVOLVEMENT–CONTACTS WITH SCHOOL IN PAST YEAR				
	TOTAL	EXCELLENT OR GOOD	FAIR OR POOR	VERY OR SOMEWHAT	NOT VERY/ NOT AT ALL	7 OR FEWER	8–14	15–21	22–28	29 OR MORE
	PERCENTAGE									
True	[illegible]	73	81	80	68	74	73	77	76	74
False	[illegible]	26	18	19	31	25	26	23	22	26
Not Sure	[illegible]	1	1	1	1	1	1	1	1	*
BASE	[illegible]	783	225	527	480	73	220	299	251	168

*Less than 0.5%

Table 6-4

OVERCROWDED CLASSROOMS

QUESTION: ***I would like to read you some statements about violence in public schools. Please tell me for each one whether you think it is a true or false statement about your school.***
… Overcrowded classrooms and staff shortages contribute to violence in schools ….

		PARENTS								
		QUALITY OF EDUCATION		WORRIED ABOUT CHILD'S SAFETY		PARENTAL INVOLVEMENT–CONTACTS WITH SCHOOL IN PAST YEAR				
	TOTAL	EXCELLENT OR GOOD	FAIR OR POOR	VERY OR SOMEWHAT	NOT VERY/ NOT AT ALL	7 OR FEWER	8–14	15–21	22–28	29 OR MORE
	PERCENTAGE									
True	57	53	69	65	47	57	60	51	60	59
False	42	46	30	34	53	37	40	48	39	41
Not Sure	1	1	1	1	*	6	*	1	1	–
BASE	1011	783	225	527	480	73	220	299	251	168

*Less than 0.5%

Table 6-5

TEACHERS CANNOT TEACH EFFECTIVELY

QUESTION: ***I would like to read you some statements about violence in public schools. Please tell me for each one whether you think it is a true or false statement about your school.***
… Teachers cannot effectively teach their students because of the threat of violence ….

		PARENTS								
		QUALITY OF EDUCATION		WORRIED ABOUT CHILD'S SAFETY		PARENTAL INVOLVEMENT–CONTACTS WITH SCHOOL IN PAST YEAR				
	TOTAL	EXCELLENT OR GOOD	FAIR OR POOR	VERY OR SOMEWHAT	NOT VERY/ NOT AT ALL	7 OR FEWER	8–14	15–21	22–28	29 OR MORE
	PERCENTAGE									
True	48	46	56	60	34	63	48	47	50	41
False	51	53	43	39	65	33	52	52	50	59
Not Sure	1	1	1	1	1	4	*	1	1	–
BASE	1011	783	225	527	480	73	220	299	251	168

*Less than 0.5%

Table 6-6

USE OF DRUGS AND ALCOHOL

QUESTION: *I would like to read you some statements about violence in public schools. Please tell me for each one whether you think it is a true or false statement about your school.*
... The use of drugs and alcohol is a major factor contributing to school violence ....

	PARENTS									
		QUALITY OF EDUCATION		WORRIED ABOUT CHILD'S SAFETY		PARENTAL INVOLVEMENT–CONTACTS WITH SCHOOL IN PAST YEAR				
	TOTAL	EXCELLENT OR GOOD	FAIR OR POOR	VERY OR SOMEWHAT	NOT VERY/ NOT AT ALL	7 OR FEWER	8–14	15–21	22–28	29 OR MORE
	PERCENTAGE									
True	[illegible]	[illegible]	76	80	65	83	78	66	75	70
False	[illegible]	[illegible]	22	20	35	17	22	34	24	30
Not Sure	[illegible]	[illegible]	[illegible]	1	*	–	*	*	1	1
BASE	[illegible]	702	225	527	480	73	220	299	251	168

*Less than 0.5%

Table 6-7

VIOLENCE IN THE NEIGHBORHOOD

QUESTION: *I would like to read you some statements about violence in public schools. Please tell me for each one whether you think it is a true or false statement about your school.*
... Violence in the neighborhood around a school often leads to violence within the school ....

	PARENTS									
		QUALITY OF EDUCATION		WORRIED ABOUT CHILD'S SAFETY		PARENTAL INVOLVEMENT–CONTACTS WITH SCHOOL IN PAST YEAR				
	TOTAL	EXCELLENT OR GOOD	FAIR OR POOR	VERY OR SOMEWHAT	NOT VERY/ NOT AT ALL	7 OR FEWER	8–14	15–21	22–28	29 OR MORE
	PERCENTAGE									
True	[illegible]	67	77	79	57	73	70	67	71	68
False	[illegible]	[illegible]	22	20	43	23	30	33	29	31
Not Sure	[illegible]	1	*	1	*	3	*	*	1	*
BASE	[illegible]	702	225	527	480	73	220	299	251	168

*Less than 0.5%

Table 6-8

DRUGS OR ALCOHOL IN OR AROUND SCHOOL

QUESTION: ***These are statements some students have made about their school. Please mark for each one if you think it is true or false for your school. . . . The use of drugs and alcohol is a major factor in violent incidents that occur in or around my school ....***

		STUDENTS							
		GRADE LEVEL			STUDENT'S GRADES			STUDENT WAS A VICTIM	
	TOTAL	3–6	7–9	10–12	A'S AND B'S MOSTLY	B'S AND C'S MOSTLY	C'S, D'S AND F'S MOSTLY	WAS VICTIM	WAS NOT /NOT SURE
	PERCENTAGE								
True	[illegible]	19	35	36	24	32	39	[illegible]	[illegible]
False	[illegible]	71	48	46	62	53	49	[illegible]	[illegible]
Not Sure	[illegible]	10	17	18	14	15	11	[illegible]	[illegible]
BASE	[illegible]	1085	689	810	1465	686	321	[illegible]	[illegible]

Table 6-9

NEIGHBORHOOD VIOLENCE

QUESTION: ***These are statements some students have made about their school. Please mark for each one if you think it is true or false for your school. ... Violence in the neighborhood leads to violence within the school ....***

		STUDENTS							
		GRADE LEVEL			STUDENT'S GRADES			STUDENT WAS A VICTIM	
	TOTAL	3–6	7–9	10–12	A'S AND B'S MOSTLY	B'S AND C'S MOSTLY	C'S, D'S AND F'S MOSTLY	WAS VICTIM	WAS NOT /NOT SURE
	PERCENTAGE								
True	[illegible]	42	52	52	45	51	54	[illegible]	[illegible]
False	[illegible]	43	32	34	40	35	35	[illegible]	[illegible]
Not Sure	[illegible]	15	15	14	15	14	11	[illegible]	[illegible]
BASE	[illegible]	1085	687	811	1464	683	322	[illegible]	[illegible]

Table 6-10

DRUGS AND ALCOHOL IN OR AROUND SCHOOL

QUESTION: *These are statements some students have made about their school. Please mark for each one if you think it is true or false for your school. ... The use of drugs and alcohol is a major factor in violent incidents that occur in or around my school ....*

		STUDENTS						
		QUALITY OF EDUCATION		SCHOOL VANDALISM		RACE OR ETHNICITY		
	TOTAL	EXCELLENT OR GOOD	FAIR OR POOR	HAS PROBLEMS	DOES NOT	WHITE	AFRICAN-AMERICAN	HISPANIC
	PERCENTAGE							
True	29	26	40	[illegible]	17	26	37	37
False	57	61	44	[illegible]	72	62	46	46
Not Sure	14	13	16	15	10	13	17	17
BASE	2504	2017	483	1534	911	1674	258	374

Table 6-11

NEIGHBORHOOD VIOLENCE

QUESTION: *These are statements some students have made about their school. Please mark for each one if you think it is true or false for your school. ... Violence in the neighborhood leads to violence within the school ....*

		STUDENTS						
		QUALITY OF EDUCATION		SCHOOL VANDALISM		RACE OR ETHNICITY		
	TOTAL	EXCELLENT OR GOOD	FAIR OR POOR	HAS PROBLEMS	DOES NOT	WHITE	AFRICAN-AMERICAN	HISPANIC
	PERCENTAGE							
True	48	46	59	[illegible]	37	45	62	53
False	37	40	27	[illegible]	[illegible]	42	24	32
Not Sure	15	15	13	[illegible]	13	14	14	15
BASE	[illegible]	2015	484	[illegible]	[illegible]	1670	259	375

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A majority of students say the hallways, classrooms, and other public areas in their school are clean and well kept. However, one-third (32%) of students with generally poor grades, and two in five (38%) of those who have been victims of violence that took place in or around school, believe this is not the case in their own school. These students are more likely to say that it is easy for people who do not belong in their school to enter the facilities, and that students often break the rules because they know they can get away with it. Specifically, three in five students who have been victims of violence believe that people who do not belong can easily enter their school (69%), and that students often break the rules because they know they can get away with it (65%).

More than half of all students (55%) generally believe the hallways, rest rooms, lunchrooms, and other public areas are safe and comfortable places. However, students who have been victims of violence that took place in or around school are less likely to say this statement is true (41%) rather than false (50%). By comparison, students who have not been victims of violence more often (60%) believe their schools have safe and comfortable public spaces.

Students whose school provides an only fair or poor education or who believe their school has a problem with vandalism, are more likely to be critical. In particular, one in three (35%) students who says his or her school has a problem with vandalism thinks the following statement is false: "The hallways, classrooms, and other public areas are clean and well kept." Likewise, students who believe their school provides an only fair or poor education are more likely to say this statement is false and more frequently believe that it is easy for people who do not belong to enter their school, as compared with those who rate the quality of education as good or excellent (63% vs. 59%). These same students are more likely to believe that students break the rules because they know they can get away with it (68%).

Table 6-12

CLEANLINESS AND UPKEEP

QUESTION: *These are statements some students have made about their school. Please mark for each one if you think it is true or false for your school. ... The hallways, classrooms, and other public areas are clean and well kept ....*

		STUDENTS				
		STUDENT'S GRADES			STUDENT WAS A VICTIM	
	TOTAL	A'S AND B'S MOSTLY	B'S AND C'S MOSTLY	C'S, D'S AND F'S MOSTLY	WAS VICTIM	WAS NOT/ NOT SURE
	PERCENTAGE					
True	67	71	64	62	[illegible]	[illegible]
False	[illegible]	22	30	32	[illegible]	[illegible]
Not Sure	[illegible]	7	7	6	[illegible]	[illegible]
BASE	[illegible]	1468	686	322	[illegible]	[illegible]

Table 6-13

EASE OF ENTRY INTO SCHOOL BUILDING

QUESTION: *These are statements some students have made about their school. Please mark for each one if you think it is true or false for your school. ... It is easy for people who don't belong in our school to enter the school ....*

		STUDENTS				
		STUDENT'S GRADES			STUDENT WAS A VICTIM	
	TOTAL	A'S AND B'S MOSTLY	B'S AND C'S MOSTLY	C'S, D'S AND F'S MOSTLY	WAS VICTIM	WAS NOT/ NOT SURE
	PERCENTAGE					
True	[illegible]	57	61	66	[illegible]	[illegible]
False	[illegible]	30	28	26	[illegible]	[illegible]
Not Sure	[illegible]	13	11	8	[illegible]	[illegible]
BASE	[illegible]	1468	684	322	[illegible]	[illegible]

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Table 6-14

BREAKING THE SCHOOL'S RULES

QUESTION: *These are statements some students have made about their school. Please mark for each one if you think it is true or false for your school. … Students often break the rules in this school because they know they can get away with it ….*

		STUDENTS				
		STUDENT'S GRADES			STUDENT WAS A VICTIM	
	TOTAL	A'S AND B'S MOSTLY	B'S AND C'S MOSTLY	C'S, D'S AND F'S MOSTLY	WAS VICTIM	WAS NOT/ NOT SURE
	PERCENTAGE					
True	[redacted]	49	53	57	[redacted]	[redacted]
False	[redacted]	41	38	37	[redacted]	[redacted]
Not Sure	[redacted]	10	9	6	[redacted]	[redacted]
BASE	[redacted]	1466	686	322	[redacted]	[redacted]

Table 6-15

SAFETY AND COMFORT OF PUBLIC AREAS

QUESTION: *These are statements some students have made about their school. Please mark for each one if you think it is true or false for your school. … The hallways, restrooms, lunchroom, and other public areas are safe and comfortable places ….*

		STUDENTS				
		STUDENT'S GRADES			STUDENT WAS A VICTIM	
	TOTAL	A'S AND B'S MOSTLY	B'S AND C'S MOSTLY	C'S, D'S AND F'S MOSTLY	WAS VICTIM	WAS NOT/ NOT SURE
	PERCENTAGE					
True	[redacted]	50	48	53	[redacted]	[redacted]
False	[redacted]	39	39	38	[redacted]	[redacted]
Not Sure	[redacted]	11	13	10	[redacted]	[redacted]
BASE	[redacted]	1,466	684	322	[redacted]	[redacted]

Table 6-16

CLEANLINESS AND UPKEEP

QUESTION: ***These are statements some students have made about their school. Please mark for each one if you think it is true or false for your school. ... The hallways, classrooms, and other public areas are clean and well kept ....***

		STUDENTS			
		QUALITY OF EDUCATION		SCHOOL VANDALISM	
	TOTAL	EXCELLENT OR GOOD	FAIR OR POOR	HAS PROBLEMS	DOES NOT
	PERCENTAGE				
True	67	[illegible]	46	57	84
False	[illegible]	[illegible]	45	[illegible]	12
Not Sure	[illegible]	[illegible]	9	[illegible]	4
BASE	[illegible]	[illegible]	484	[illegible]	912

Table 6-17

EASE OF ENTRY INTO SCHOOL BUILDING

QUESTION: ***These are statements some students have made about their school. Please mark for each one if you think it is true or false for your school. ... It is easy for people who don't belong in our school to enter the school ....***

		STUDENTS			
		QUALITY OF EDUCATION		SCHOOL VANDALISM	
	TOTAL	EXCELLENT OR GOOD	FAIR OR POOR	HAS PROBLEMS	DOES NOT
	PERCENTAGE				
True	[illegible]	[illegible]	63	[illegible]	54
False	[illegible]	[illegible]	26	[illegible]	33
Not Sure	[illegible]	[illegible]	12	[illegible]	13
BASE	[illegible]	[illegible]	482	[illegible]	913

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Table 6-18

BREAKING THE SCHOOL'S RULES

QUESTION: ***These are statements some students have made about their school. Please mark for each one if you think it is true or false for your school. ... Students often break the rules in this school because they know they can get away with it ....***

	TOTAL	STUDENTS QUALITY OF EDUCATION EXCELLENT OR GOOD	 FAIR OR POOR	 SCHOOL VANDALISM HAS PROBLEMS	 DOES NOT
	PERCENTAGE				
True	[illegible]	[illegible]	68	[illegible]	39
False	[illegible]	[illegible]	24	[illegible]	51
Not Sure	10	[illegible]	8	[illegible]	10
BASE	[illegible]	[illegible]	483	[illegible]	810

CHAPTER 7: EFFICACY OF PROGRAMS TO STOP OR REDUCE VIOLENCE

In general, students say their school has taken a wide variety of measures to stop or reduce violence. Of the many steps schools have taken, some are viewed as more successful than others. Among students who say their school has taken steps to reduce violence, mentoring programs, security guards in or around the school, and suspending or expelling students are most often evaluated as very successful programs. The use of hand-held and walk-through metal detectors, which have received a great deal of media attention, are most often viewed as unsuccessful measures, (by 47% and 50% of students respectively).

A student was asked: *What do you think of the staff's efforts, have they been successful or not, and are there different things you think they should do?*

The student's reply: *"Pretty much, except outsiders come in. They should need to show ID. Nobody ever says we need more security guards to check people out and to see if they belong to the school, but we do. Anti-violence programs would make a difference."*

OBSERVATION: ***One reason metal detectors are viewed as ineffective may be because schools who use them are unable to completely secure their school grounds. Vandalism and deterioration of the physical plant may allow students to bring weapons thorough unsecured entrances, windows, etc. In addition, incidents involving weapons may be shifting to the school grounds or the surrounding neighborhood.***

Punitive and Disciplinary Efforts

Most schools have implemented disciplinary codes to help stop or reduce violence; only 14% of students say their school has not done this. In general, students are more positive than negative about the success of these codes; 54% say they are successful as compared with 15% who say they are not successful. As might be expected, students who have been victims of violent incidents are more likely to say that disciplinary codes are unsuccessful (23%) in reducing violence. Students who are at greater risk of becoming victims of a violent incident are less likely to attend a school that has a disciplinary code. One in five students with generally poor grades (20%) and one in six who says his or her parents are rarely in contact with school (with seven or fewer contacts each year), believes his or school does not have a disciplinary code. Students whose school provides a lesser quality education and whose school has a problem with vandalism, are somewhat less likely to positively assess the disciplinary codes instituted by their schools (43% and 51% respectively).

Similar differences between students are seen when asked about dress codes and the use of hallway monitors. Students who have been victims of violent incidents that took place in or around school, as contrasted with those who have not, more often assess the use of dress codes as unsuccessful (31% vs 21%). Students who believe that their school provides an excellent or good education are more likely to have a dress code and they more frequently think it is successful (47%). Two in five students who believe their school provides a lesser quality education think their school's dress code is unsuccessful in helping to stop or reduce violence.

These same students are more often skeptical about the use of hallway monitors or security guards. Students who have been victims of violent incidents, as compared with those who have not, are twice as likely to think their school's use of hallway monitors has been unsuccessful (19% vs 10%). Students whose school provides an only fair or poor education more often assess the use of hallway monitors and security guards or police as unsuccessful means of reducing violence (22% and 10% respectively). This is particularly disturbing because these students are more likely to say their school relies on these security measures to help stop or reduce violence; 30% say their school does not do this as compared with 38% of students who attend a school that provides an excellent or good education.

Most schools do not use metal detectors, either hand-held or walk-through models. However, students whose school provides a lesser quality education and minority students, more frequently attend schools with metal detectors. Fully 83% of students whose school provides a good or excellent education do *not* have hand-held metal detectors in their school, as compared with only 74% of students who attend a school that provides an only fair or poor education.

Most often used, and most often judged successful in reducing violence, is expelling or suspending students. Three-fourths of students think such measures are successful, and two in five (37%) believe they are very successful. However, students whose school provides a lesser quality education are *less* likely to have a positive view of such steps; a lesser 26% think that suspending or expelling violent students is very successful, while a nearly equal proportion think such actions are unsuccessful in reducing or stopping violence in their school.

Table 7-1

STEPS TAKEN TO STOP OR REDUCE VIOLENCE

QUESTION: ***Schools have taken a number of different steps to help stop or reduce violence. For each of the following steps, please mark how successful it has been in reducing violence in your school. (READ EACH ITEM) ....***

Base: Grades 7-12 who have these programs in their school

	STUDENTS		
	VERY SUCCESSFUL	SOMEWHAT SUCCESSFUL	NOT SUCCESSFUL
	PERCENTAGE		
Meetings for your class or the entire school	22	60	18
Visitors to talk to classes about crime and violence	29	54	17
A hotline or a confidential number for students to call	27	38	35
Counselling for students and their families	29	52	19
Classes on how to talk about problems rather than fight	24	50	25
Safety or anti-violence programs	26	52	21
A mentoring program	34	42	25
A disciplinary code	29	49	22
A dress code or bans on certain types of clothing	25	39	35
Monitors in the hallways	27	49	24
Security guards or police in or around the school	36	46	18
Hand-held metal detectors	27	25	47
Making students walk through metal detectors	16	34	50
Random checks of bookbags, backpacks, or lockers	23	47	30
Suspended or expelled students when they were violent	43	41	16

Table 7-2

A DISCIPLINARY CODE

QUESTION: ***Schools have taken a number of different steps to help stop or reduce violence. For each of the following steps, please mark how successful it has been in reducing violence in your school.***
… A disciplinary code ….

Base: Grades 7-12

		STUDENTS						
		GRADE LEVEL		STUDENT'S GRADES			STUDENT WAS A VICTIM	
	TOTAL	7-9	10-12	A'S AND B'S MOSTLY	B'S AND C'S MOSTLY	C'S, D'S AND F'S MOSTLY	WAS VICTIM	WAS NOT/ NOT SURE
	PERCENTAGE							
Very Successful	[illegible]	22	18	23	19	15	[illegible]	[illegible]
Somewhat Successful	[illegible]	29	40	38	29	34	[illegible]	[illegible]
Not Successful	[illegible]	10	21	13	15	22	[illegible]	[illegible]
School Doesn't Do This	[illegible]	18	10	12	16	20	14	14
Not Sure	[illegible]	21	10	14	21	8	18	18
BASE	1472	672	800	750	447	224	[illegible]	[illegible]

Table 7-3

A Disciplinary Code

QUESTION: ***Schools have taken a number of different steps to help stop or reduce violence. For each of the following steps, please mark how successful it has been in reducing violence in your school.***
... A disciplinary code ....

Base: Grades 7-12

		STUDENTS			
		QUALITY OF EDUCATION		SCHOOL VANDALISM	
	TOTAL	EXCELLENT OR GOOD	FAIR OR POOR	HAS PROBLEMS	DOES NOT
	PERCENTAGE				
Very Successful	20	[illegible]	9	[illegible]	22
Somewhat Successful	34	[illegible]	33	[illegible]	30
Not Successful	16	[illegible]	26	16	14
School Doesn't Do This	14	[illegible]	15	13	18
Not Sure	16	[illegible]	16	15	17
BASE	1472	[illegible]	363	972	447

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Table 7-4

A DISCIPLINARY CODE

QUESTION: ***Schools have taken a number of different steps to help stop or reduce violence. For each of the following steps, please mark how successful it has been in reducing violence in your school.***
... A disciplinary code ....

Base: Grades 7-12

		STUDENTS				
		PARENTAL INVOLVEMENT–CONTACT WITH SCHOOL IN PAST YEAR				
	TOTAL	7 OR FEWER	8–14	15–21	22–28	29 OR MORE
	PERCENTAGE					
Very Successful	20	17	22	27	32	17
Somewhat Successful	34	34	33	35	36	47
Not Successful	15	17	14	13	14	16
School Doesn't Do This	14	15	15	10	10	18
Not Sure	16	17	16	15	8	2
BASE	[illegible]	759	471	174	46	22

Table 7-5

A DRESS CODE

QUESTION: ***Schools have taken a number of different steps to help stop or reduce violence. For each of the following steps, please mark how successful it has been in reducing violence in your school.***

… A dress code or bans on certain types of clothing ….

Base: Grades 7-12

	STUDENTS				
		GRADE LEVEL		STUDENT WAS A VICTIM	
	TOTAL	7-9	10-12	WAS VICTIM	WAS NOT/ NOT SURE
	PERCENTAGE				
Very Successful	18	20	15	15	19
Somewhat Successful	27	28	26	27	27
Not Successful	24	21	28	31	21
School Doesn't Do This	24	23	25	22	25
Not Sure	8	9	6	6	[illegible]
BASE	1479	676	803	533	[illegible]

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Table 7-6

A DRESS CODE

QUESTION: ***Schools have taken a number of different steps to help stop or reduce violence. For each of the following steps, please mark how successful it has been in reducing violence in your school.***
... A dress code or bans on certain types of clothing ....

Base: Grades 7-12

		STUDENTS				
		QUALITY OF EDUCATION		RACE OR ETHNICITY		
	TOTAL	EXCELLENT OR GOOD	FAIR OR POOR	WHITE	AFRICAN-AMERICAN	HISPANIC
	PERCENTAGE					
Very Successful	[illegible]	19	[illegible]	16	23	26
Somewhat Successful	[illegible]	28	[illegible]	28	26	27
Not Successful	[illegible]	20	[illegible]	24	23	26
School Doesn't Do This	[illegible]	26	[illegible]	24	21	14
Not Sure	[illegible]	8	[illegible]	7	7	7
BASE	[illegible]	1000	[illegible]	1022	142	184

Table 7-7

HALLWAY MONITORS

QUESTION: ***Schools have taken a number of different steps to help stop or reduce violence. For each of the following steps, please mark how successful it has been in reducing violence in your school.***
… Monitors in the hallways ….

Base: Grades 7-12

		STUDENTS			
		GRADE LEVEL		STUDENT WAS A VICTIM	
	TOTAL	7–9	10–12	WAS VICTIM	WAS NOT/ NOT SURE
	PERCENTAGE				
Very Successful	[illegible]	15	14	[illegible]	[illegible]
Somewhat Successful	[illegible]	22	30	[illegible]	[illegible]
Not Successful	[illegible]	10	16	[illegible]	[illegible]
School Doesn't Do This	[illegible]	40	32	[illegible]	[illegible]
Not Sure	[illegible]	13	7	[illegible]	[illegible]
BASE	[illegible]	672	[illegible]	[illegible]	[illegible]

Table 7-8

HALLWAY MONITORS

QUESTION: ***Schools have taken a number of different steps to help stop or reduce violence. For each of the following steps, please mark how successful it has been in reducing violence in your school.***
… Monitors in the hallways ….

Base: Grades 7-12

		STUDENTS			
		QUALITY OF EDUCATION		SCHOOL VANDALISM	
	TOTAL	EXCELLENT OR GOOD	FAIR OR POOR	HAS PROBLEMS	DOES NOT
	PERCENTAGE				
Very Successful	16	[illegible]	12	15	14
Somewhat Successful	26	[illegible]	26	29	21
Not Successful	13	[illegible]	22	14	10
School Doesn't Do This	[illegible]	[illegible]	30	32	45
Not Sure	10	[illegible]	11	10	9
BASE	[illegible]	[illegible]	363	[illegible]	449

Table 7-9

SECURITY GUARDS OR POLICE

QUESTION: ***Schools have taken a number of different steps to help stop or reduce violence. For each of the following steps, please mark how successful it has been in reducing violence in your school.***

... Security guards or police in or around the school ....

Base: Grades 7-12

		STUDENTS						
		QUALITY OF EDUCATION		SCHOOL VANDALISM		RACE OR ETHNICITY		
	TOTAL	EXCELLENT OR GOOD	FAIR OR POOR	HAS PROBLEMS	DOES NOT	WHITE	AFRICAN-AMERICAN	HISPANIC
	PERCENTAGE							
Very Successful	[illegible]	18	12	[illegible]	[illegible]	12	26	36
Somewhat Successful	[illegible]	20	24	[illegible]	[illegible]	20	19	23
Not Successful	[illegible]	6	15	[illegible]	[illegible]	8	11	9
School Doesn't Do This	[illegible]	47	45	[illegible]	[illegible]	53	35	27
Not Sure	[illegible]	8	5	7	7	7	8	5
BASE	[illegible]	1063	365	[illegible]	[illegible]	1020	140	185

Table 7-10

HAND-HELD METAL DETECTORS

QUESTION: ***Schools have taken a number of different steps to help stop or reduce violence. For each of the following steps, please mark how successful it has been in reducing violence in your school.***
... Hand-held metal detectors ....

Base: Grades 7-12

	STUDENTS					
		QUALITY OF EDUCATION		RACE OR ETHNICITY		
	TOTAL	EXCELLENT OR GOOD	FAIR OR POOR	WHITE	AFRICAN-AMERICAN	HISPANIC
	PERCENTAGE					
Very Successful	[illegible]	8	[illegible]	3	[illegible]	7
Somewhat Successful	[illegible]	8	[illegible]	2	[illegible]	[illegible]
Not Successful	[illegible]	5	[illegible]	4	13	[illegible]
School Doesn't Do This	[illegible]	83	[illegible]	85	[illegible]	[illegible]
Not Sure	[illegible]	6	[illegible]	5	[illegible]	9
BASE	[illegible]	1061	[illegible]	1021	140	183

Table 7-11

WALK THROUGH METAL DETECTORS

QUESTION: ***Schools have taken a number of different steps to help stop or reduce violence. For each of the following steps, please mark how successful it has been in reducing violence in your school.***
… Making students walk through metal detectors ….

Base: Grades 7-12

		STUDENTS				
		QUALITY OF EDUCATION		RACE OR ETHNICITY		
	TOTAL	EXCELLENT OR GOOD	FAIR OR POOR	WHITE	AFRICAN-AMERICAN	HISPANIC
	PERCENTAGE					
Very Successful	[illegible]	2	2	1	4	5
Somewhat Successful	[illegible]	3	5	3	7	6
Not Successful	[illegible]	4	9	4	9	9
School Doesn't Do This	[illegible]	85	77	86	71	75
Not Sure	[illegible]	6	7	6	8	6
BASE	[illegible]	1084	[illegible]	1022	142	184

Table 7-12

SUSPENSION OR EXPULSION OF VIOLENT STUDENTS

QUESTION: ***Schools have taken a number of different steps to help stop or reduce violence. For each of the following steps, please mark how successful it has been in reducing violence in your school.***

... Suspended or expelled students when they were violent ....

Base: Grades 7-12

		STUDENTS				
		QUALITY OF EDUCATION		RACE OR ETHNICITY		
	TOTAL	EXCELLENT OR GOOD	FAIR OR POOR	WHITE	AFRICAN-AMERICAN	HISPANIC
	PERCENTAGE					
Very Successful	[illegible]	42	28	36	42	42
Somewhat Successful	[illegible]	36	[illegible]	27	31	30
Not Successful	[illegible]	10	24	14	11	15
School Doesn't Do This	[illegible]	4	9	5	8	6
Not Sure	[illegible]	9	7	8	8	6
BASE	[illegible]	1084	264	1021	141	184

Table 7-13

CLASS OR SCHOOL MEETINGS

QUESTION: ***Schools have taken a number of different steps to help stop or reduce violence. For each of the following steps, please mark how successful it has been in reducing violence in your school.***
... Meetings for your class or the entire school ....

Base: Grades 7-12

		STUDENTS						
		GRADE LEVEL		STUDENT'S GRADES			STUDENT WAS A VICTIM	
	TOTAL	7-9	10-12	A'S AND B'S MOSTLY	B'S AND C'S MOSTLY	C'S, D'S AND F'S MOSTLY	WAS VICTIM	WAS NOT/ NOT SURE
	PERCENTAGE							
Very Successful	11	12	10	10	13	10	8	13
Somewhat Successful	30	27	33	30	31	32	27	31
Not Successful	9	6	12	7	11	12	14	6
School Doesn't Do This	36	39	33	39	31	39	39	34
Not Sure	14	16	12	14	15	7	11	16
BASE	1488	681	807	758	450	225	644	840

Educational Efforts

As with disciplinary and security measures, student assessments of educational measures taken to stop or reduce violence are varied. Sizable proportions of students say their school has not instituted these types of programs. One in three students says his or her school has not held meetings with the entire school, or in his or her class, to discuss the issue of violence. Those who have had such meetings are more likely than not to believe they were successful. As might be expected, students who have been victims of violence or have been physically hurt while in or around school, are more likely to think such meetings are unsuccessful (14% vs. 6%). Those who believe their school provides an only fair or poor education less frequently have such meetings (41%) and are less likely to think they are successful in helping to stop or reduce violence.

A plurality of students say their school has visitors talk to classes about crime and violence; fewer than one in three (26%) has had no such experience. However, students who have been victims of violence and those who are at greater risk of being victims of violence, have classroom visitors less frequently, and are less likely to view such visits, when they have them, as successful in stopping or reducing school violence. For example, nearly one-third of students who have been victims of violence (29%) and of those whose school provides an only fair or poor education (32%), say their school does not do this. On the other hand, minority students are more likely to have classroom visits and more often assess these visits as successful in stopping or reducing violence.

While a plurality of students, overall, have not had hotlines installed in their schools, nearly half of all minority students say their school has used this measure to help stop or reduce violence. African-American and Hispanic students are twice as likely to think hotlines have been successful rather than unsuccessful in helping to stop or reduce violence.

OBSERVATIONS:

1. ***As discussed earlier, minority students are more likely to believe that violence in their school has decreased in the past year. These findings further support the conclusion that increased attention and education, which has been focused to a great extent on inner city schools, may yield positive results.***

2. ***Minority students are more often witnesses or victims of incidents involving weapons. They also are more hesitant to speak to adults about their problems and are harsher in their judgements of adults. For all these reasons, anonymous and confidential procedures for discussing issues related to violence may be more positively received by these students.***

A plurality of students say their school provides counseling for students and their families as a way to stop or reduce violence; only one in five students (22%) says his or school does not do this. Those who have been victims of violence and students at greater risk, such as boys and young men and those whose school provides a lesser quality education, are less positive in their assessment of these services. One in six students who has been the victim of a violent incident and one in five students whose school provides an only fair or poor education, believe that counseling for students and parents has not been successful in stopping or reducing violence. By comparison, fewer than one in ten of those who have not been victims of violence (7%) and an equal proportion of students who receive an excellent or good education, believe that such programs are unsuccessful.

Nearly half of all students (45%) say their school has not had classes on conflict resolution. Older students and those who have been victims of violence are less likely to have had such classes. Specifically, 55% of high school students and 53% of those who have been victims of violence say their schools do not have conflict resolution courses. This is one area, however, where students who are at greater risk of being victims or who are more often exposed to incidents that involve weapons or group violence, are somewhat more likely to have some experience. For example, fewer African-American and Hispanic than white students say their schools do not have conflict resolution courses, 34%, 43% and 54% respectively. Two in five African-American students believe their school's conflict resolution classes have been at least somewhat successful in stopping or reducing violence.

Younger students, in junior high school, are more likely than their older peers to have had safety or anti-violence programs in school. They are also much more likely to view anti-violence programs as successful rather than unsuccessful measures in helping to stop or reduce violence (34% vs 8%). However, as might be expected, students who have been victims of violent incidents are less likely to attend schools with such programs; 48% say their school does not have anti-violence programs. As with conflict resolution and other educational programs, minority students have been exposed to anti-violence programs in school more often than white students; 34%, 33% and 48% respectively say their schools never do this. Hispanic students are most positive in their assessment of anti-violence programs; two in five believe they have been at least somewhat successful in stopping or reducing violence in school.

Students whose parents are least often in contact with school, are more likely to attend a school that has not had conflict resolution or anti-violence programs. For example, half of those who say their parents have 14 or fewer contacts with school annually have not had conflict resolution courses and nearly equal proportions say their schools have not had safety or anti-violence programs.

Table 7-14

CLASS OR SCHOOL MEETINGS

QUESTION: ***Schools have taken a number of different steps to help stop or reduce violence. For each of the following steps, please mark how successful it has been in reducing violence in your school.***
… Meetings for your class or the entire school ….

Base: Grades 7-12

		STUDENTS				
		QUALITY OF EDUCATION		RACE OR ETHNICITY		
	TOTAL	EXCELLENT OR GOOD	FAIR OR POOR	WHITE	AFRICAN-AMERICAN	HISPANIC
	PERCENTAGE					
Very Successful	11	13	6	9	14	15
Somewhat Successful	30	31	[illegible]	28	40	32
Not Successful	9	7	14	9	9	9
School Doesn't Do This	36	35	41	39	28	32
Not Sure	14	14	14	14	10	13
BASE	1488	1091	[illegible]	1025	143	185

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Table 7-15

VISITORS TALKING ABOUT CRIME AND VIOLENCE

QUESTION: ***Schools have taken a number of different steps to help stop or reduce violence. For each of the following steps, please mark how successful it has been in reducing violence in your school.***
… Visitors to talk to classes about crime and violence ….

Base: Grades 7-12

		STUDENTS			
		GRADE LEVEL		STUDENT WAS A VICTIM	
	TOTAL	7–9	10–12	WAS VICTIM	WAS NOT/ NOT SURE
	PERCENTAGE				
Very Successful	19	23	14	14	21
Somewhat Successful	35	33	36	34	35
Not Successful	11	11	12	16	9
School Doesn't Do This	26	23	28	29	24
Not Sure	10	10	10	8	11
BASE	1485	679	806	542	939

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Table 7-16

Visitors Talking About Crime and Violence

QUESTION: ***Schools have taken a number of different steps to help stop or reduce violence. For each of the following steps, please mark how successful it has been in reducing violence in your school.***

... Visitors to talk to classes about crime and violence ....

Base: Grades 7-12

		STUDENTS						
		QUALITY OF EDUCATION		SCHOOL VANDALISM		RACE OR ETHNICITY		
	TOTAL	EXCELLENT OR GOOD	FAIR OR POOR	HAS PROBLEMS	DOES NOT	WHITE	AFRICAN-AMERICAN	HISPANIC
	PERCENTAGE							
Very Successful	[illegible]	22	10	18	20	17	22	26
Somewhat Successful	[illegible]	37	28	37	31	33	42	36
Not Successful	[illegible]	8	19	12	9	10	17	9
School Doesn't Do This	[illegible]	24	32	25	25	29	14	21
Not Sure	10	9	11	8	13	11	5	7
BASE	[illegible]	1087	369	983	449	1024	143	184

Table 7-17

A HOTLINE OR CONFIDENTIAL NUMBER

QUESTION: ***Schools have taken a number of different steps to help stop or reduce violence. For each of the following steps, please mark how successful it has been in reducing violence in your school.***

... A hotline or a confidential number for students to call ....

Base: Grades 7-12

		STUDENTS				
		QUALITY OF EDUCATION		RACE OR ETHNICITY		
	TOTAL	EXCELLENT OR GOOD	FAIR OR POOR	WHITE	AFRICAN-AMERICAN	HISPANIC
	PERCENTAGE					
Very Successful	7	7	6	5	13	16
Somewhat Successful	11	11	9	9	15	15
Not Successful	10	7	16	9	13	12
School Doesn't Do This	57	58	55	61	48	45
Not Sure	15	16	14	15	12	13
BASE	1404	1088	287	1026	142	181

Table 7-18

COUNSELING FOR STUDENTS AND THEIR FAMILIES

QUESTION: ***Schools have taken a number of different steps to help stop or reduce violence. For each of the following steps, please mark how successful it has been in reducing violence in your school.***
… Counseling for students and their families ….

Base: Grades 7-12

		STUDENTS			
		GRADE LEVEL		STUDENT WAS A VICTIM	
	TOTAL	7-9	10-12	WAS VICTIM	WAS NOT/ NOT SURE
	PERCENTAGE				
Very Successful	[illegible]	17	13	[illegible]	17
Somewhat Successful	27	26	28	[illegible]	28
Not Successful	10	9	10	[illegible]	7
School Doesn't Do This	22	20	24	[illegible]	21
Not Sure	26	27	24	[illegible]	28
BASE	1482	677	805	[illegible]	938

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Table 7-19

COUNSELING FOR STUDENTS AND THEIR FAMILIES

QUESTION: ***Schools have taken a number of different steps to help stop or reduce violence. For each of the following steps, please mark how successful it has been in reducing violence in your school.***
... Counseling for students and their families ....

Base: Grades 7-12

		STUDENTS						
		QUALITY OF EDUCATION		STUDENT GENDER		RACE OR ETHNICITY		
	TOTAL	EXCELLENT OR GOOD	FAIR OR POOR	MALE	FEMALE	WHITE	AFRICAN-AMERICAN	HISPANIC
	PERCENTAGE							
Very Successful	15	17	8	[illegible]	[illegible]	15	16	22
Somewhat Successful	27	28	24	[illegible]	[illegible]	30	16	23
Not Successful	10	7	19	12	[illegible]	10	15	8
School Doesn't Do This	22	22	24	[illegible]	[illegible]	22	22	19
Not Sure	26	26	25	21	30	24	31	27
BASE	[illegible]	1084	369	[illegible]	797	1024	141	184

Table 7-20

CLASSES ON CONFLICT RESOLUTION

QUESTION: ***Schools have taken a number of different steps to help stop or reduce violence. For each of the following steps, please mark how successful it has been in reducing violence in your school.***
… Classes on how to talk about problems rather than fight ….

Base: Grades 7-12

		STUDENTS			
		GRADE LEVEL		STUDENT WAS A VICTIM	
	TOTAL	7-9	10-12	WAS VICTIM	WAS NOT/ NOT SURE
	PERCENTAGE				
Very Successful	8	10	6	8	[illegible]
Somewhat Successful	18	19	16	18	[illegible]
Not Successful	9	9	9	9	[illegible]
School Doesn't Do This	49	45	55	53	[illegible]
Not Sure	16	17	14	12	[illegible]
BASE	[illegible]	678	805	542	[illegible]

Table 7-21

CLASSES ON CONFLICT RESOLUTION

QUESTION: ***Schools have taken a number of different steps to help stop or reduce violence. For each of the following steps, please mark how successful it has been in reducing violence in your school.***

... Classes on how to talk about problems rather than fight ....

Base: Grades 7-12

		STUDENTS						
		QUALITY OF EDUCATION		SCHOOL VANDALISM		RACE OR ETHNICITY		
	TOTAL	EXCELLENT OR GOOD	FAIR OR POOR	HAS PROBLEMS	DOES NOT	WHITE	AFRICAN-AMERICAN	HISPANIC
	PERCENTAGE							
Very Successful	[illegible]	10	4	[illegible]	[illegible]	7	11	10
Somewhat Successful	[illegible]	17	17	19	14	16	27	16
Not Successful	[illegible]	6	16	10	7	7	14	14
School Doesn't Do This	[illegible]	51	47	49	52	54	34	43
Not Sure	[illegible]	16	16	14	19	15	15	17
BASE	[illegible]	1085	369	970	482	1024	142	184

Table 7-22

SAFETY AND ANTI-VIOLENCE PROGRAMS

QUESTION: ***Schools have taken a number of different steps to help stop or reduce violence. For each of the following steps, please mark how successful it has been in reducing violence in your school. … Safety or anti-violence programs ….***

Base: Grades 7-12

		STUDENTS						
		QUALITY OF EDUCATION		SCHOOL VANDALISM		RACE OR ETHNICITY		
	TOTAL	EXCELLENT OR GOOD	FAIR OR POOR	HAS PROBLEMS	DOES NOT	WHITE	AFRICAN-AMERICAN	HISPANIC
	PERCENTAGE							
Very Successful	[illegible]	12	4	10	12	9	8	18
Somewhat Successful	[illegible]	22	16	22	16	20	23	23
Not Successful	[illegible]	5	18	9	8	7	13	13
School Doesn't Do This	[illegible]	45	43	44	47	48	34	33
Not Sure	[illegible]	16	18	16	18	16	21	13
BASE	[illegible]	1085	366	978	481	1022	141	185

Table 7-23

SAFETY AND ANTI-VIOLENCE PROGRAMS

QUESTION: ***Schools have taken a number of different steps to help stop or reduce violence. For each of the following steps, please mark how successful it has been in reducing violence in your school.***

... Safety or anti-violence programs ....

Base: Grades 7-12

	STUDENTS				
		GRADE LEVEL		STUDENT WAS A VICTIM	
	TOTAL	7–9	10–12	WAS VICTIM	WAS NOT/ NOT SURE
	PERCENTAGE				
Very Successful	[redacted]	13	8	[redacted]	[redacted]
Somewhat Successful	[redacted]	21	20	[redacted]	[redacted]
Not Successful	[redacted]	8	9	[redacted]	[redacted]
School Doesn't Do This	[redacted]	40	49	[redacted]	[redacted]
Not Sure	[redacted]	19	14	[redacted]	[redacted]
BASE	[redacted]	676	804	[redacted]	[redacted]

Table 7-24

CLASSES ON CONFLICT RESOLUTION

QUESTION: ***Schools have taken a number of different steps to help stop or reduce violence. For each of the following steps, please mark how successful it has been in reducing violence in your school.***

… Classes on how to talk about problems rather than fight ….

Base: Grades 7-12

		STUDENTS								
		FAMILY			PARENTAL INVOLVEMENT – CONTACTS WITH SCHOOL IN PAST YEAR					
	TOTAL	BOTH PARENTS	SINGLE PARENT	OTHER	7 OR FEWER	8–14	15–21	22–28	29 OR MORE
	PERCENTAGE								
Very Successful	[illegible]	8	10	8	8	7	13	18	14
Somewhat Successful	[illegible]	16	21	16	17	17	20	21	19
Not Successful	[illegible]	8	11	9	9	7	11	12	10
School Doesn't Do This	[illegible]	51	44	53	50	53	42	36	48
Not Sure	[illegible]	16	14	14	17	15	14	13	9
BASE	[illegible]	870	292	271	784	476	174	47	22

Table 7-25

SAFETY AND ANTI-VIOLENCE PROGRAMS

QUESTION: ***Schools have taken a number of different steps to help stop or reduce violence. For each of the following steps, please mark how successful it has been in reducing violence in your school.***

… Safety or anti-violence programs ….

Base: Grades 7-12

		STUDENTS				
		PARENTAL INVOLVEMENT–CONTACT WITH SCHOOL IN PAST YEAR				
	TOTAL	7 OR FEWER	8–14	15–21	22–28	29 OR MORE
	PERCENTAGE					
Very Successful	[redacted]	8	10	19	18	12
Somewhat Successful	[redacted]	18	19	28	35	32
Not Successful	[redacted]	9	6	9	10	10
School doesn't Do This	[redacted]	46	47	33	28	42
Not Sure	[redacted]	18	18	12	9	5
BASE	[redacted]	763	474	174	47	22

Appendix A:
METHODOLOGY

METHODOLOGY

The 1994 Metropolitan Life Survey of the American Teacher was conducted by Louis Harris and Associates for Metropolitan Life Insurance Company during April and May 1994. The survey included two sample groups: public school students and parents with a least one child in public school. Both were selected to be nationally representative samples.

PART I

The Parents Sample

A total of 1,011 telephone interviews were conducted with parents who currently have a child in public school, in grades 3 through 12 throughout the continental U.S. Parents were randomly selected using a nationally representative telephone sample.

The Louis Harris and Associates, Inc. National Telephone Sample is based on a methodology designed to produce representative samples of persons in telephone households in the 48 continental states. The Harris National Telephone Sample makes use of random digit selection procedures which assure equal representation of persons in households which are "listed" in telephone directories, as well as persons in households which are "unlisted" in telephone directories.[1] The sample design is also explicitly designed to assure the proper representation of households in central city, suburban, and rural areas within each of the 48 continental states.

The Harris National Telephone Sample is selected by a three stage, stratified sampling process. The ultimate result of this process is a set of sample selections (phone numbers). In order to assure that the maximum degree of sample control is maintained, the basic design has been set up to produce cross-sectional national samples in increments of 500, 1000, and 1250 sampling points (i.e. households).

Telephone Interviewing Procedures

All survey data collection was conducted from the centralized telephone research center at Louis Harris and Associates, Inc. in New York City. Interviewing for this study was conducted by Harris' large, professional interviewing staff. Interviewing is continuously quality monitored by the supervisory staff. The computerized switching systems independently recorded the outcome of every call. In addition, a minimum of 15% of all completed interviews in the public sample are validated by the supervisory staff. The Harris computer assisted telephone interviewing system (CATI) permitted on line data entry and editing of the telephone interviews for all three sample groups. All data was tabulated, checked for internal consistency and processed by computer. The output process is a series of computer tables for each sample group (students and parents) showing the results of each survey question, both by the total number of respondents and by important subgroups.

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[1] Some households are "unlisted" as the result of a request for an unlisted phone number by the telephone subscriber. Other households are "unlisted" in the published directory because the telephone number was assigned after the publication date of the directory. Samples that are restricted to directory listed numbers only may contain serious sample biases because of the exclusion of various types of unlisted households.

Before being asked to complete the actual interview, each teacher was screened to ensure that he or she currently teaches in grades 3 through 12 in a public school and teaches at least part-time in the classroom. Once a respondent passed the screen an appointment was made to telephone at a convenient time and place to complete the interview.

Sample Disposition and Completion Rates for Parents

The sample disposition for this group is shown in Table A-1. A total of 4,202 contacts were made to yield 1,011 completed interviews with parents. The interview completion rate for parents was 69%.

PART II

The Students Sample

A total of 2,578 interviews were conducted with public school students in grades 3 through 12 throughout all states of the continental U.S.

Selection of the Schools and Students

The Harris/Scholastic National Probability sample of schools and students is based on a two stage, clustered, and stratified sample design. This design employs features similar to the sample design used in various samples of students and schools that are conducted by the U.S. National Center of Education Statistics. Stratification dimensions include grade level, region and size of place (urban, suburban, and rural).

In the first stage, a sample of public schools was selected from a list of all public schools covering grades 3 through 12. Special procedures were employed to assure that the sample adequately represents the full range of public schools nationwide. Particular care was given to replacing initially selected schools that were unable or unwilling to participate in the second stage selection of students.

One class of students was selected within each school. If possible, an English class was selected at random within a desired grade. In lower grades, where students may not have classes by subject matter, a class was selected at random by teacher, within the desired grade.

Interviewing Procedures for Students

Questionnaires were self-administered by students in the classroom setting under the close supervision of a teacher. Each school received a set of teacher instructions, in addition to the questionnaires. The teachers were asked to read all questions and instructions to their students.

Sample Disposition and Weighting for Students

The sample disposition for this group is shown in Table A-2. A total of 120 schools were invited to participate, of which 113 are included in the study sample. The average class size is 23. A total of 535 contacts to schools were made to yield 2,578 completed interviews with students.

Weights are applied so that the sample of students in grades 3 through 12 is projectable to the total population nationally. The weighting variables included race, sex, region and average class size.

Processing the Data

All interviewing with parents was conducted via computer. All completed questionnaires for both sample groups were edited, coded, key punched and verified. The data was tabulated, checked for internal consistency and processed by computer. The output process is a series of computer tables for each sample group (teachers, students and law enforcement officials) showing the results of each survey question, both by the total number of respondents and by important subgroups.

Table A-1 DISPOSITION OF THE PARENTS SAMPLE

	TOTAL
A. Completed Interviews	1,011
B. No Parent in Household	[illegible]
C. Non-working Number, No New Number	[illegible]
D. No Answer or Busy (After Four Callbacks)	[illegible]
E. Refused Interview	[illegible]
F. Language Barrier	[illegible]
G. Terminated within Interview	79
I. Language Barrier	[illegible]
TOTAL NUMBER OF CONTACTS	4,202

Table A-2 DISPOSITION OF THE STUDENTS SAMPLE PRINCIPAL CONSENTS

	TOTAL
A. Schools that Consented	[illegible]
B. Schools that Completed Survey	[illegible]
Number of Students	[illegible]
C. Refusals (Principals)	[illegible]
D. To Call Back (Study Completed Before Callback was Needed)	[illegible]
E. Non-eligible – No Class in Selected Grade	[illegible]
TOTAL NUMBER OF CONTACTS	[illegible]

Table A-3

APPROXIMATE SAMPLING TOLERANCES (AT 95% CONFIDENCE) TO USE IN EVALUATING PERCENTAGE RESULTS APPEARING IN THIS REPORT

NUMBER OF PEOPLE ASKED QUESTION ON WHICH SURVEY RESULT IS BASED	SURVEY PERCENTAGE RESULT AT 10% OR 90%	SURVEY PERCENTAGE RESULT AT 20% OR 80%	SURVEY PERCENTAGE RESULT AT 30% OR 70%	SURVEY PERCENTAGE RESULT AT 40% OR 60%	SURVEY PERCENTAGE RESULT AT 50%
[illegible]	2	2	[illegible]	[illegible]	[illegible]
[illegible]	2	3	[illegible]	[illegible]	[illegible]
[illegible]	2	3	[illegible]	[illegible]	[illegible]
[illegible]	2	3	[illegible]	[illegible]	[illegible]
[illegible]	2	3	[illegible]	[illegible]	[illegible]
[illegible]	3	4	[illegible]	[illegible]	[illegible]
[illegible]	3	4	[illegible]	[illegible]	[illegible]
[illegible]	3	5	[illegible]	[illegible]	[illegible]
[illegible]	4	6	[illegible]	[illegible]	[illegible]
[illegible]	6	8	[illegible]	[illegible]	[illegible]
[illegible]	8	11	13	[illegible]	[illegible]

Table A-4

APPROXIMATE SAMPLING TOLERANCES (AT 95% CONFIDENCE) TO USE IN EVALUATING DIFFERENCES BETWEEN TWO PERCENTAGE RESULTS APPEARING IN THIS REPORT

APPROXIMATE SAMPLE SIZE OF TWO GROUPS ASKED QUESTION ON WHICH SURVEY RESULT IS BASED	SURVEY PERCENTAGE RESULT AT 10% OR 90%	SURVEY PERCENTAGE RESULT AT 20% OR 80%	SURVEY PERCENTAGE RESULT AT 30% OR 70%	SURVEY PERCENTAGE RESULT AT 40% OR 60%	SURVEY PERCENTAGE RESULT AT 50%
1,000 vs. 1,000	3	4	4	[illegible]	[illegible]
800	3	4	4	[illegible]	[illegible]
500	3	4	5	[illegible]	[illegible]
300	4	5	6	[illegible]	[illegible]
200	5	6	7	[illegible]	[illegible]
100	6	8	9	[illegible]	[illegible]
50	9	11	13	[illegible]	[illegible]
800 vs. 800	3	4	4	[illegible]	[illegible]
500	3	4	5	[illegible]	[illegible]
300	4	5	6	[illegible]	[illegible]
200	5	6	7	[illegible]	[illegible]
100	6	8	10	[illegible]	[illegible]
50	9	11	13	[illegible]	[illegible]
500 vs. 500	4	4	6	[illegible]	[illegible]
300	4	6	7	[illegible]	[illegible]
200	6	7	8	[illegible]	[illegible]
100	7	9	10	[illegible]	[illegible]
50	9	12	13	[illegible]	[illegible]
300 vs. 300	5	6	7	[illegible]	[illegible]
200	5	7	8	[illegible]	[illegible]
100	7	9	10	[illegible]	[illegible]
50	9	12	14	[illegible]	[illegible]
200 vs. 200	6	8	9	[illegible]	[illegible]
100	7	10	11	[illegible]	[illegible]
50	9	12	14	[illegible]	[illegible]
100 vs. 100	8	11	13	[illegible]	[illegible]
50	10	14	16	[illegible]	[illegible]
50 vs. 50	12	16	18	[illegible]	[illegible]

Appendix B:

THE QUESTIONNAIRES

LOUIS HARRIS AND ASSOCIATES, INC.
630 Fifth Avenue
New York, New York 10111

FOR OFFICE USE ONLY:

Questionnaire No.:__________
(1-5)

Study No. 932016 II (GRADES 3-6)
(8-13)

Card Number (6,7)

April 27, 1994
(FINAL-REV.1)

Sample Point No./ / / / / / / / / / /
14-15-16-17-18-19-20-21-22-23

Time Started:______________A.M./P.M.

24-25Z

THANK YOU...

... for taking part in our important study. This survey is being conducted to help us learn more about the experiences of students nationwide.

You will notice, as you fill out this questionnaire, that many of the questions are about serious topics and issues. It is very important that you answer all questions truthfully and completely, saying exactly what you have experienced. This is not a test; there are no right or wrong answers. Again, please be as honest as you can in answering these questions.

We are not asking for your name and as a result all your answers will be totally anonymous.

The schools taking part in this project have been scientifically chosen to represent all schools in the country. So it is vital that you answer all questions carefully.

SECTIONS:

A. EVALUATION OF SCHOOL
B. RESPONSIBILITY FOR PREVENTING AND REDUCING VIOLENCE
C. PARENTS' AND CHILDREN'S WORRIES ABOUT VIOLENCE
D. DEFINITION OF VIOLENCE
E. RELATIONSHIP BETWEEN ENVIRONMENT AND SCHOOL VIOLENCE
G. COMMUNICATIONS BETWEEN PARENTS, CHILDREN AND TEACHERS
H. PARENTAL INVOLVEMENT
I. CHILDREN'S EXPERIENCES
J. STEPS TAKEN TO PREVENT OR REDUCE VIOLENCE
K. EDUCATIONAL CAMPAIGNS
F. FACTUALS

The questionnaire is easy to fill out.

1. Simply write in an "X" in the space that matches your answer. On a few questions you may write in an answer -- you will see a line where you can do this.

EXAMPLE:
What is your favorite season of the year?

Spring..........((____-1
Summer.............____-2
Fall...............____-3
Winter.............__X__-4
Not sure...........____-5

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2. Other questions will ask you to answer a series of questions.

EXAMPLE:
Do you go to school during the... ("X" ONLY ONE FOR EACH STATEMENT -- A THROUGH D)

	Yes	No	Not Sure
A. Spring	X -1	-2	-3
B. Summer	-1	X -2	-3
C. Fall	X -1	-2	-3
D. Winter	X -1	-2	-3

3. Use a pencil to mark your answers. In case you change your mind, you can then erase your first answer and mark the one you want. Make sure you erase the wrong answer completely.

4. Please do not talk over your answers with others.

In advance, thank you very much for your help with this very important study.

A. EVALUATION OF SCHOOL

A1. I am going to read you a list of things on which public schools may be judged. For each please tell me whether you would rate your school excellent, good, fair or poor?
MARK ONE ANSWER FOR EACH STATEMENT ON THE LIST

	Excellent	Good	Fair	Poor	Not Sure
1. The school's physical facilities (such as the building and playground) . . . . (26(	24 -1	44 -2	21 -3	6 -4	4 -5
					27Z
2. The amount of support shown for the school by the parents . . . . (28(	32 -1	35 -2	18 -3	4 -4	11 -5
3. The degree to which most teachers seem to care about their students . . . (29(	59 -1	25 -2	10 -3	3 -4	3 -5
					30-31Z
4. The school's ability to provide a safe and secure place for students when they are in the school building . . . . (32(	47 -1	35 -2	11 -3	3 -4	4 -5
5. The school's ability to provide a safe and secure place for students when they are on the the school grounds outside the building . . . . (33(	27 -1	35 -2	23 -3	9 -4	6 -5
6. The overall quality of the education you receive . . . . (34(	54 -1	30 -2	8 -3	3 -4	5 -5

A2. Generally, how well do teachers and students in your school get along with each other -- very well, fairly well, not very well, or not at all well?

Very well.....(35(35 -1
Fairly well....... 43 -2
Not very well..... 12 -3
Not at all well... 3 -4
Not sure.......... 9 -5

36Z

A3. Would you say that in your school vandalism, such as graffiti or broken doors and windows is a major problem, a minor problem or not a problem?

Major problem.....(37(21 -1
Minor problem......... 29 -2
Not a problem......... 42 -3
Not sure.............. 8 -4

A4. In the past year, has the level of violence at your school increased, decreased or stayed about the same?

Increased.........(38(18 -1
Decreased............. 16 -2
Stayed about the same. 44 -3
Not sure.............. 25 -4

B. RESPONSIBILITY FOR PREVENTING AND REDUCING VIOLENCE

B1. Do you believe that the following groups should help stop and reduce violence in public schools, or not? MARK ONE ANSWER FOR EACH STATEMENT ON THE LIST

		Should Help	Should Not	Not Sure
1.	Parents	(39(79 -1	10 -2	10 -3
2.	Students	(40(67 -1	22 -2	11 -3
3.	Teachers	(41(90 -1	5 -2	5 -3
4.	School administrators	(43(86 -1	7 -2	7 -3
5.	The local school board	(44(73 -1	14 -2	14 -3
6.	The police	(45(71 -1	19 -2	10 -3
7.	Local community members	(46(49 -1	33 -2	18 -3
8.	Local government officials	(47(58 -1	28 -2	14 -3
9.	The local business community	(48(34 -1	44 -2	22 -3

42Z

B2. When it comes to stopping or reducing violence in your school would you say that each of the following groups tries too hard, the right amount, or not enough? MARK ONE ANSWER FOR EACH STATEMENT ON THE LIST

		Try Too Hard	Right Amount	Not Enough	Not Sure
1.	Parents	(49(16 -1	50 -2	22 -3	13 -4
2.	Students	(50(11 -1	31 -2	44 -3	14 -4
3.	Teachers	(51(26 -1	53 -2	15 -3	6 -4
4.	School administrators	(53(23 -1	45 -2	20 -3	13 -4
5.	The local school board	(54(17 -1	40 -2	24 -3	18 -4
6.	The police	(55(26 -1	39 -2	21 -3	14 -4
7.	Local community members	(56(12 -1	33 -2	29 -3	25 -4
8.	Local government officials	(57(18 -1	31 -2	27 -3	25 -4
9.	The local business community	(58(11 -1	25 -2	31 -3	33 -4

52Z

C. PARENTS' AND CHILDREN'S WORRIES ABOUT VIOLENCE

C1. To what extent do your parents or guardians worry about your safety going to and from school -- are they very worried, somewhat worried, not very worried, or not at all worried?

Very worried........(59(25 -1
Somewhat worried........ 24 -2
Not very worried........ 24 -3
Not at all worried...... 18 -4
Not sure................ 10 -5

C2. To what extent do you worry about your safety going to and from school -- are you very worried, somewhat worried, not very worried, or not at all worried?

Very worried........(60(14 -1
Somewhat worried........ 18 -2
Not very worried........ 24 -3
Not at all worried...... 39 -4
Not sure................ 4 -5

C3. To what extent do your parents or guardians worry about your safety when you are in school --are they very worried, somewhat worried, not very worried, or not at all worried?

Very worried........(61(11 -1
Somewhat worried........ 15 -2
Not very worried........ 25 -3
Not at all worried...... 37 -4
Not sure................ 13 -5

C4. To what extent do you worry about your safety when you are in school -- are you very worried, somewhat worried, not very worried, or not at all worried?

Very worried........(62(8 -1
Somewhat worried........ 11 -2
Not very worried........ 23 -3
Not at all worried...... 52 -4
Not sure................ 5 -5

C5. Do you believe that vandalism -- such as graffiti or broken doors and windows -- in or around your school makes you worry more about your safety, or doesn't it make a difference?

Makes me worry more................(63(38 -1
Doesn't make a difference.............. 41 -2
Not sure............................... 22 -3

C6. What worries you most about your safety in or around school? (WRITE IN YOUR ANSWER BELOW)

Nothing/no worries - 32%; Weapons - 11%; Fights - 10%; Gangs - 7%; Getting beat up - (64-65)

12%; Abduction - 8%; Violence (unspec.) - 5%; Lack of supervision or security - 3%; (66-67)

Robbery/stealing - 3%; Natural disasters - 4% (68-69)

D. DEFINITION OF VIOLENCE

D1. People sometimes have different ideas about what is or is not a violent event. Please mark for each of the following incidents whether or not you think it is a violent incident? MARK ONE ANSWER FOR EACH STATEMENT ON THE LIST

		Yes, Violent	No, Not Violent	Not Sure
1. Verbal insults	(70(	34 -1	48 -2	18 -3
2. Threats to students	(71(	73 -1	18 -2	9 -3
3. Threats to teachers	(72(	66 -1	23 -2	11 -3
4. Staring at or intimidating students	(73(	28 -1	58 -2	15 -3
5. Pushing, shoving, grabbing, or slapping	(74(	81 -1	14 -2	5 -3
6. Kicking, biting, or hitting someone with a fist	(75(	89 -1	7 -2	4 -3
7. Threatening someone with a knife or gun	(76(	93 -1	6 -2	2 -3
8. Using knives or firing guns	(77(	89 -1	8 -2	3 -3
9. Stealing	(78(	56 -1	31 -2	13 -3

79-80Z

2* 08-23Z

E. RELATIONSHIP BETWEEN ENVIRONMENT AND SCHOOL VIOLENCE

E1. These are statements some students have made about their school. Please mark for each one if you think it is true or false for your school. MARK ONE ANSWER FOR EACH STATEMENT ON THE LIST

	True	False	Not Sure
1. The hallways, classrooms and other public areas are clean and well kept. . . . . 2*(24(	69 -1	22 -2	9 -3
2. It is easy for people who don't belong in our school to enter the school . . . . (25(	51 -1	35 -2	14 -3
3. Students often break the rules in this school because they know they can get away with it . . . . (26(	42 -1	49 -2	9 -3
4. Classes in our school are large and teachers have a hard time controlling their classes. . . . . (27(	34 -1	52 -2	13 -3
5. The hallways, restrooms, lunchroom, and other public areas are safe and comfortable places. . . . . (28(	60 -1	29 -2	11 -3
6. The use of drugs and alcohol are major factors in violent incidents that occur in or around my school. . . . . . . (29(	19 -1	71 -2	10 -3
7. Violence in the neighborhood leads to violence within the school. . . . . (30(	42 -1	43 -2	15 -3
8. Kids in the neighborhood, who don't go to this school often cause problems in or around my school . . . . (31(	34 -1	50 -2	16 -3
9. Sometimes I think the teachers in this school only think of their students as numbers . . . . (32(	18 -1	73 -2	10 -3

E2. When students break the rules in your school do the teachers and school staff act as if this is a very serious problem, somewhat serious, or a not very serious problem?

Very serious......(33(39 -1
Somewhat serious...... 37 -2
Not very serious...... 16 -3
Not sure.............. 8 -4

E3. How often do teachers in your school generally assign homework -- every day, two to three days a week, once a week, less often than that, or never?

Every day.........(34(54 -1
2 to 3 times a week... 28 -2
Once a week........... 3 -3
Less often than that.. 6 -4
Never................. 1 -5
Not sure.............. 9 -6

E4. When teachers assign homework in your school how many students usually complete it -- all of them, most of them, some of them, or hardy any?

All of them.......(35(6 -1
Most of them.......... 57 -2
Some of them.......... 26 -3
Hardly any .... 8 -4
Not sure.............. 3 -5

G. COMMUNICATIONS BETWEEN PARENTS, STUDENTS AND TEACHERS

G1. How often do you talk to your parents or guardians about the problems or disagreements you have with other students -- nearly always, sometimes, hardly ever, or never?

Nearly always.....(36(26 -1
Sometimes............ 39 -2
Hardly ever.......... 19 -3
Never................ 12 -4
Not sure............. 4 -5

G1a. Why don't you talk to your parents or guardians about these kinds of problems more often? MARK AN "X" NEXT TO ALL THE ITEMS THAT APPLY TO YOU

Adults don't understand my problems....................(37(34 -1
Prefer to talk to another family member................(38(20 -1
Prefer to talk to friends..............................(39(43 -1
I will get in trouble..................................(40(17 -1
My parents can't help..................................(41(18 -1
My parents aren't interested in my problems............(42(14 -1
Other kids won't talk to me if I complain to my parents..(43(14 -1
Not sure...(44(7 -1
Other reasons (PLEASE WRITE THEM IN BELOW):

Don't have any problems - 5% (45-46)

(47-48)

(49-50)

G2. Which of the following have you talked about with your teachers about outside of class? MARK ONE ANSWER FOR EACH STATEMENT ON THE LIST

	Have Talked About	Have Not	Not Sure
1. Current affairs	(51(39 -1	47 -2	14 -3
2. Your personal problems or your problems at home.	(52(24 -1	67 -2	9 -3
3. Movies, TV programs or music	(53(55 -1	38 -2	7 -3
4. Your plans after high school	(54(38 -1	55 -2	7 -3
5. Personal interests and hobbies	(55(56 -1	36 -2	9 -3
6. Your problems with other students	(56(53 -1	40 -2	7 -3
7. Where you can get help with family or personal problems .	(57(19 -1	69 -2	12 -3
8. Fights that you seen between students	(58(51 -1	39 -2	10 -3

G4. How often do you talk to your teachers about the problems or disagreements you have with other students -- nearly always, sometimes, hardly ever, or never?

Nearly always.....(59(11 -1
Sometimes............ 36 -2
Hardly ever.......... 27 -3
Never................ 20 -4
Not sure............. 6 -5

G4a. Why don't you talk to your teachers about these kinds of problems more often? MARK AN "X" NEXT TO ALL THE ITEMS THAT APPLY TO YOU

Adults don't understand my problems	(60(	20	-1
Prefer to talk to a family member	(61(	43	-1
Prefer to talk a friend	(62(	44	-1
I will get in trouble	(63(	13	-1
Teachers can't help	(64(	16	-1
There is no privacy or confidentiality in school	(65(	20	-1
Teachers don't have time	(66(		-1
Teachers don't seem interested in their students	(67(	19	-1
Other kids won't talk to me if I talk to a teacher	(68(	16	-1
Not sure	(69(	6	-1

Other reasons (PLEASE WRITE THEM IN BELOW):

____________________ (70-71)

____________________ (72-73)

____________________ (74-75)

G5. How often do you feel that you get personal attention from your teachers?

All of the time	(76(	13	-1
Some of the time		22	-2
Sometimes		23	-3
A few times		14	-4
Hardly ever		17	-5
Not sure		11	-6

77-80Z

3* 08-60Z

G6. Please mark for each of these statements whether you think it is true or false?

			True	False	Not Sure
1.	Most people I know would say that it's almost impossible to walk away from an angry scene or confrontation without fighting	3*(61(	43 -1	43 -2	14 -3
2.	Adults in this society really don't care about what I think or how I feel	(62(	19 -1	69 -2	12 -3
3.	There would be much less violence if there were more things for kids to do	(63(	68 -1	22 -2	10 -3
4.	Deep down, I wish my parent(s) would be more involved in my school work	(64(	34 -1	53 -2	13 -3
5.	It shows weakness to apologize to someone	(65(	28 -1	63 -2	9 -3
6.	Sometimes I wonder if my parent(s) really love me	(66(	32 -1	62 -2	6 -3

H. PARENTAL INVOLVEMENT

H1. How often do your parents or guardians do the following things -- never, once a year, 2 or 3 times a year, or more than 3 times a year?
MARK ONE ANSWER FOR EACH STATEMENT ON THE LIST

		Never	Once A Year	2 Or 3 Times A Year	More Than 3 Times A Year	Not Sure
1.	Attend a play, sports event, or concert at the school	(67(12 -1	9 -2	17 -3	46 -4	16 -5
2.	Meet in person with a teacher or school official one-on-one	(68(12 -1	21 -2	33 -3	20 -4	14 -5
3.	Talk on the telephone with a teacher or a school official	(69(35 -1	17 -2	16 -3	12 -4	21 -5
4.	Exchange written notes with a teacher or school official about some problem you are having	(70(49 -1	14 -2	8 -3	11 -4	18 -5
5.	Attend meeting of a parents' groups such as the PTA	(71(40 -1	13 -2	14 -3	17 -4	17 -5
6.	Go in to school to hear about and discuss school issues and see the school environment	(72(30 -1	20 -2	16 -3	16 -4	18 -5
7.	Visit the school to observe classes, speak to a class, or help a teacher with their work	(73(49 -1	14 -2	12 -3	12 -4	13 -5

I. STUDENTS EXPERIENCES

I1. Have you ever taken steps to avoid being the victim of a violent incident in or around school, or not?

Yes, have taken steps.....	(74(42 -1
No, have not.................	35 -2
Not sure.....................	23 -3

75-80Z

I2. Have you done any of the things listed below in order to be safe when you are in or around school? MARK AN "X" NEXT TO ALL THE ITEMS THAT APPLY TO YOU

Don't wear certain colors..............................	4*(08(15 -1
Don't wear certain types of clothing (such as designer tennis shoes or leather jackets)...........	(09(17 -1
Don't go to certain streets or neighborhoods going to or from school....................................	(10(31 -1
Don't go certain areas in the school building (such as staircases or bathrooms).........................	(11(15 -1
Don't talk or spend time with (other/certain) students..	(12(28 -1
Don't walk alone on certain street or neighborhoods around school....................................	(13(28 -1
Don't look around when I walk in halls at school.......	(14(13 -1
Don't look around when I walk in the neighborhood......	(15(16 -1
Don't do any of these things...........................	(16(34 -1
Not sure...	(17(14 -1

18-23Z

I3. For each of the following items, record how many times they happened to you. In the last month...

	# Of Times	Not Sure
a. How many times were you involved in an angry scene or confrontation with people your age? . . . . 0 - 32%; 1 - 11%; 2 or More - 31%	/ 0 / 4 / (24-25)	(26(25 -1
b. How many times did you end up involved in a physical fight? . 0 - 52%; 1 - 11%; 2 or More - 18%	/ 0 / 2 / (27-28)	(29(19 -1
c. How many times did someone threaten you with a knife? . . . . 0 - 81%; 1 - 4%; 2 or More - 2%	/ / / (30-31)	(32(13 -1
d. How many times did someone threaten you with a gun? . . . . . 0 - 83%; 1 - 2%; 2 or More - 2%	/ / / (33-34)	(35(13 -1

I4. Have you ever been the victim of a violent incident that occurred in or around school, or not?

Have been a victim...............(36(15 -1
No, have not........................... 75 -2
Not sure.............................. 11 -3

I5. Have you ever been physically hurt by another person in or around school, or not?

Yes, have been physically hurt...(37(27 -1
No, not hurt.......................... 64 -2
Not sure.............................. 9 -3

I6. Have you ever needed medical attention because of a violent incident that occurred in or around school, or not?

Yes, required medical attention..(38(22 -1
No, did not............................ 67 -2
Not sure.............................. 11 -3

I7. Have you ever needed counseling or therapy as a result of a violent incident that occurred in or around school, or not?

Yes, required counseling or therapy...(39(12 -1
No, did not................................ 78 -2
Not sure................................... 10 -3

I8. Have you ever felt that you needed guidance or counseling but you were unable to get it, or not?

Needed counseling but did not get it..(40(15 -1
Did not need counseling.................. 66 -2
Not sure................................... 19 -3

I9. If you have been the victim of a violent incident that happened in or around school please describe what happened. [PLEASE WRITE IN YOUR ANSWER BELOW]

Fights (unspec.) - 14%; Pushed, shoved, grabbed or slapped - 11%; Kicked, bit or hit (41-42)
with a fist - 10%; Threatened or intimidated - 3%; Beaten up by a group or gang - 2%; (43-44)
Threatened with a knife or gun - 3%; Assaulted with a knife or gun - 1%; Nothing (45-46)
happened - 17%

47-56Z

I10. Different students have different ideas about what's cool. Please mark you answer for each of these statements.

		Cool	Not Cool	Not Sure
1. Walking away from a fight	(57(	62 -1	25 -2	13 -3
2. Carrying a gun	(58(	4 -1	92 -2	4 -3
3. Showing a gun	(59(	5 -1	92 -2	3 -3
4. Shooting someone	(60(	4 -1	94 -2	2 -3
5. Using drugs	(61(	3 -1	95 -2	2 -3
6. Scaring someone with a gun	(62(	6 -1	91 -2	3 -3
7. Getting good grades	(63(	92 -1	5 -2	3 -3
8. Going out of your way to insult someone	(64(	12 -1	82 -2	6 -3
9. Taking school seriously	(65(	80 -1	12 -2	9 -3

66-80Z

J. STEPS TAKEN TO PREVENT OR REDUCE VIOLENCE

J1. If you had to decide, on a spokesperson to help stop and prevent student violence. Who you be most likely to listen to and pay attention to? "X" ONE ANSWER ONLY

A famous athlete	5*(08(	30 -1
An famous TV actor		10 -2
A famous movie actor		6 -3
A teacher or principal		18 -4
A local government official (like the Mayor)		8 -5
A national government official (like the President or the Attorney General)		13 -6
A police officer		21 -7
A religious leader		7 -8
A survivor of violence		17 -9
A student who has committed acts of violence	(09(	6 -0
Someone who has been jailed for committing an act of violence		11 -1
A parent whose child has been the victim of an act of violence		12 -2
Someone else (WRITE YOUR ANSWER BELOW): ______		1 -3
Not sure		6 -4

K. EDUCATIONAL CAMPAIGNS

K1. Which of these campaigns or slogans have you heard of?

		Have Heard Of	Have Not Heard Of	Not Sure
1. "The More You Know"	(10(	55 -1	37 -2	7 -3
2. "Squash It"	(11(	23 -1	71 -2	6 -3
3. "Enough is Enough"	(12(	73 -1	22 -2	5 -3
4. "Don't Drink and Drive"	(13(	95 -1	3 -2	1 -3
5. "Stay in School"	(14(	96 -1	2 -2	1 -3

F. FACTUALS

F1. Do you live with... "X" ONE ANSWER ONLY

Both your mother and your father	(15(	63	-1
Your mother and a stepfather		9	-2
Your father and a stepmother		1	-3
With father only		2	-4
With mother only		13	-5
Your mother some of the time and your father some of the time		6	-6
With other relatives		2	-7
With other adults		1	-8
Not sure		2	-9

F2. On school days, how often do come home when there is no adult at home?

Every day	(16(	17	-1
2-4 times a week		14	-2
Once a week		8	-3
Once a month		5	-4
Rarely or never		46	-5
Not sure		9	-6

F3. Are you..

Male	(17(	54	-1
Female		46	-2

F4. Are you of hispanic origin or descent (such as Spanish, Mexican or Latin American), or not?

Yes, hispanic	(18(	12	-1
Not hispanic		71	-2
Not sure		17	-3

F5. Do you or does anyone in your immediate family speak spanish at home, or not?

Yes, speak Spanish	(19(	20	-1
No, do not		75	-2
Not sure		5	-3

F6. What is your race or ethnic background?

White	(20(	65	-1
Black		11	-2
African-American		4	-3
Asian or Pacific Islander		3	-4
Native American or Alaskan Native		2	-5
Some other race		9	-6
Not sure		7	-7

F7. What grades do you usually get? "X" ONE ANSWER ONLY

Mostly A's	(21(	22	-1
Mostly A's and B's		45	-2
Mostly B's		4	-3
Mostly B's and C's		17	-4
Mostly C's		3	-5
Mostly C's and D's		4	-6
Mostly D's and F's		2	-7
Not sure		3	-8

22-80Z

That completes the interview. Thank you very much for your cooperation.

LOUIS HARRIS AND ASSOCIATES, INC.
630 Fifth Avenue
New York, NY 10111

/ FOR OFFICE USE ONLY:
/
/ Questionnaire No.:____________ (1-5)
/
/________________________

Study No. 932016 II (GRADES 7-9)
(8-13)

Card Number (6,7)

April 27, 1994 (FINAL-REV.1)

Sample Point No. / / / / / / / / / / /
14-15-16-17-18-19-20-21-22-23

Time Started: ____________A.M./P.M.

24-25Z

THANK YOU...

... for taking part in our important study. This survey is being conducted to help us learn more about the experiences of students nationwide.

You will notice, as you fill out this questionnaire, that many of the questions are about serious topics and issues. It is very important that you answer all questions truthfully and completely, saying exactly what you have experienced. This is not a test; there are no right or wrong answers. Again, please be as honest as you can in answering these questions.

We are not asking for your name and as a result all your answers will be totally anonymous.

The schools taking part in this project have been scientifically chosen to represent all schools in the country. So it is vital that you answer all questions carefully.

SECTIONS:

A. EVALUATION OF SCHOOL
B. RESPONSIBILITY FOR PREVENTING AND REDUCING VIOLENCE
C. PARENTS' AND CHILDREN'S WORRIES ABOUT VIOLENCE
D. DEFINITION OF VIOLENCE
E. RELATIONSHIP BETWEEN EXTERNAL ENVIRONMENT AND SCHOOL VIOLENCE
G. COMMUNICATIONS BETWEEN PARENTS, CHILDREN AND TEACHERS
H. PARENTAL INVOLVEMENT
I. CHILDREN'S EXPERIENCES
J. STEPS TAKEN TO PREVENT OR REDUCE VIOLENCE
K. EDUCATIONAL CAMPAIGNS
F. FACTUALS

The questionnaire is easy to fill out.

1. Simply write in an "X" in the space that matches your answer. On a few questions you may write in an answer -- you will see a line where you can do this.

EXAMPLE:
What is your favorite season of the year?

Spring..........((____-1
Summer..............____-2
Fall................____-3
Winter.............._X__-4
Not sure............____-5

2. Other questions will ask you to answer a series of questions.

EXAMPLE:
Do you go to school during the... ("X" ONLY ONE FOR EACH STATEMENT -- A THROUGH D)

		Yes	No	Not Sure
A.	Spring	_X_-1	____-2	____-3
B.	Summer	____-1	_X_-2	____-3
C.	Fall	_X_-1	____-2	____-3
D.	Winter	_X_-1	____-2	____-3

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3. Use a pencil to mark your answers. In case you change your mind, you can then erase your first answer and mark the one you want. Make sure you erase the wrong answer completely.

4. Please do not talk over your answers with others.

In advance, thank you very much for your help with this very important study.

A. EVALUATION OF SCHOOL

A1. Below is a list of things on which public schools may be judged. For each please tell me whether you would rate your school excellent, good, fair or poor.
MARK ONE ANSWER FOR EACH STATEMENT ON THE LIST

	Excellent	Good	Fair	Poor	Not Sure
1. The school's physical facilities (such as the building and playground) . . . . (26(	10 -1	44 -2	36 -3	9 -4	2 -5
2. The effectiveness of the school board in dealing with school matters . . . . (27(	4 -1	28 -2	35 -3	16 -4	16 -5
3. The amount of support shown for the school by the parents . . . . (28(	13 -1	35 -2	30 -3	14 -4	8 -5
4. The degree to which most teachers seem to care about their students . . . (29(	25 -1	43 -2	21 -3	9 -4	2 -5
5. The degree to which most counselors seem to care about their students . . . (30(	35 -1	38 -2	14 -3	7 -4	7 -5
6. The relations between parent and teachers in your school . . . . (31(	6 -1	32 -2	34 -3	18 -4	9 -5
7. The school's ability to provide a safe and secure place for students when they are in the school building . . . . . . (32(	23 -1	39 -2	23 -3	13 -4	3 -5
8. The school's ability to provide a safe and secure place for students when they are on the school grounds outside the building . . . . (33(	11 -1	31 -2	34 -3	20 -4	3 -5
9. The overall quality of the education you receive . . . . (34(	26 -1	48 -2	19 -3	4 -4	2 -5

A2. Generally, how well do teachers and students in your school get along with each other -- very well, fairly well, not very well, or not at all well?

Very well.....(35(12 -1
Fairly well....... 64 -2
Not very well..... 15 -3
Not at all well... 4 -4
Not sure.......... 5 -5

A3. When teachers and students don't get along well, whose responsibility do you think it is? "X" ONE ITEM ONLY

Mainly the teachers' responsibility..................(36(9 -1
Mainly the students' responsibility...................... 12 -2
Both the teachers' and the students' responsibility....... 67 -3
Mainly the school administration's responsibility......... 3 -4
Not sure.. 9 -5

A4. Would you say that in your school, vandalism such as graffiti or broken doors and windows is a major problem, a minor problem or not a problem?

Major problem.....(37(15 -1
Minor problem......... 49 -2
Not a problem......... 32 -3
Not sure.............. 4 -4

A5. In the past year, has the level of violence at your school increased, decreased or stayed about the same?

Increased.........(38(25 -1
Decreased............. 13 -2
Stayed about the same. 40 -3
Not sure.............. 22 -4

B. RESPONSIBILITY FOR PREVENTING AND REDUCING VIOLENCE

B1. Do you believe that the following groups should help stop and reduce violence in public schools, or not? MARK ONE ANSWER FOR EACH STATEMENT ON THE LIST

	Should Help	Should Not	Not Sure
1. Parents	(39(76 -1	14 -2	10 -3
2. Students	(40(88 -1	8 -2	5 -3
3. Teachers	(41(90 -1	7 -2	3 -3
4. Counselors	(42(87 -1	7 -2	5 -3
5. School administrators	(43(81 -1	10 -2	9 -3
6. The local school board	(44(75 -1	15 -2	10 -3
7. The police	(45(62 -1	24 -2	14 -3
8. Local community members	(46(38 -1	42 -2	21 -3
9. Local government officials	(47(42 -1	39 -2	19 -3
10. The local business community	(48(29 -1	50 -2	21 -3

B2. When it comes to stopping or reducing violence in your school would you say that each of the following groups tries too hard, the right amount, or not enough? MARK ONE ANSWER FOR EACH STATEMENT ON THE LIST

	Try Too Hard	Right Amount	Not Enough	Not Sure
1. Parents	(49(13 -1	34 -2	43 -3	11 -4
2. Students	(50(3 -1	19 -2	69 -3	8 -4
3. Teachers	(51(19 -1	44 -2	32 -3	6 -4
4. Counselors	(52(17 -1	46 -2	25 -3	11 -4
5. School administrators	(53(16 -1	28 -2	40 -3	17 -4
6. The local school board	(54(12 -1	24 -2	45 -3	19 -4
7. The police	(55(14 -1	31 -2	37 -3	18 -4
8. Local community members	(56(5 -1	19 -2	43 -3	32 -4
9. Local government officials	(57(5 -1	14 -2	49 -3	31 -4
10. The local business community	(58(3 -1	14 -2	45 -3	38 -4

C. PARENTS' AND CHILDREN'S WORRIES ABOUT VIOLENCE

C1. To what extent do your parents or guardians worry about your safety going to and from school -- are they very worried, somewhat worried, not very worried, or not at all worried?

Very worried........(59(21 -1
Somewhat worried........ 28 -2
Not very worried........ 27 -3
Not at all worried...... 21 -4
Not sure................ 4 -5

C2. To what extent do *you* worry about your safety going to and from school -- are you very worried, somewhat worried, not very worried, or not at all worried?

Very worried........(60(8 -1
Somewhat worried........ 21 -2
Not very worried........ 30 -3
Not at all worried...... 40 -4
Not sure................ 1 -5

C3. To what extent do your parents or guardians worry about your safety when you are in school --are they very worried, somewhat worried, not very worried, or not at all worried?

Very worried........	(61(12	-1
Somewhat worried........	24	-2
Not very worried........	31	-3
Not at all worried......	28	-4
Not sure................	6	-5

C4. To what extent do you worry about your safety when you are in school -- are you very worried, somewhat worried, not very worried, or not at all worried?

Very worried........	(62(7	-1
Somewhat worried........	16	-2
Not very worried........	32	-3
Not at all worried......	44	-4
Not sure................	2	-5

C5. Do you believe that vandalism -- such as graffiti or broken doors and windows -- in or around your school makes you worry more about your safety, or doesn't it make a difference?

Makes me worry more................	(63(29	-1
Doesn't make a difference..............	56	-2
Not sure............................	15	-3

C6. What worries you most about your safety in or around school? (WRITE IN YOUR ANSWER BELOW)

Nothing/no worries - 18%; Weapons - 19%; Fights 20%; Gangs - 10%; Getting beat up/ (64-65)

bullies - 9%;; Drugs - 9%; Lack of supervision/securing - 4%; Poor attitude of (66-67)

students - 4%; Strangers/weird people - 3%; Random/drive-by shootings - 3% (68-69)

D. DEFINITION OF VIOLENCE

D1. People sometimes have different ideas about what is or is not a violent event. Please mark for each of the following incidents whether or not you think it is a violent incident? MARK ONE ANSWER FOR EACH STATEMENT ON THE LIST

		Yes, Violent	No, Not Violent	Not Sure
1.	Verbal insults	(70(30 -1	56 -2	15 -3
2.	Threats to students	(71(77 -1	16 -2	7 -3
3.	Threats to teachers	(72(69 -1	23 -2	8 -3
4.	Staring at or intimidating students	(73(28 -1	58 -2	14 -3
5.	Pushing, shoving, grabbing, or slapping	(74(86 -1	11 -2	4 -3
6.	Kicking, biting, or hitting someone with a fist	(75(94 -1	5 -2	1 -3
7.	Threatening someone with a knife or gun	(76(94 -1	5 -2	1 -3
8.	Using knives or firing guns	(77(93 -1	4 -2	2 -3
9.	Stealing	(78(50 -1	36 -2	14 -3

79-80Z

E. RELATIONSHIP BETWEEN ENVIRONMENT AND SCHOOL VIOLENCE

E1. These are some statements about violence public schools. Please mark for each one if you think it is a true or false statement about YOUR School. MARK ONE ANSWER FOR EACH STATEMENT ON THE LIST

		True	False	Not Sure
1. Vandalism takes valuable resources (such as staffing and school financing) away from violence prevention . .	2*(08(	40 -1	28 -2	32 -3
2. Schools violence has increased because students do not receive proper supervision at home	(09(	50 -1	36 -2	14 -3
3. Overcrowded classrooms and staff shortages contribute to violence in schools	(10(	34 -1	51 -2	15 -3
4. Teachers cannot effectively teach their students because of the threat of violence	(11(	23 -1	63 -2	13 -3
5. The portrayal of violence in the mass media contributes to violence in schools	(12(	48 -1	31 -2	21 -3
6. The use of drugs and alcohol are major factors contributing to school violence	(13(	59 -1	27 -2	13 -3
7. Violence in the neighborhood around a school often leads to violence within the school	(14(	62 -1	22 -2	15 -3

E2. These are statements some students have made about their school. Please mark for each one if you think it is true or false for your school. MARK ONE ANSWER FOR EACH STATEMENT ON THE LIST

		True	False	Not Sure
1. The hallways, classrooms and other public areas are clean and well kept.	(15(	61 -1	33 -2	6 -3
2. It is easy for people who don't belong in our school to enter the school	(16(	60 -1	28 -2	12 -3
3. Students often break the rules in this school because they know they can get away with it	(17(	51 -1	38 -2	11 -3
4. Classes in our school are large and teachers have a hard time controlling their classes.	(18(	28 -1	61 -2	11 -3
5. The hallways, restrooms, lunchroom, and other public areas are safe and comfortable places.	(19(	45 -1	41 -2	14 -3
6. The use of drugs and alcohol are major factors in violent incidents that occur in or around my school.	(20(	35 -1	48 -2	17 -3
7. Violence in the neighborhood leads to violence within the school.	(21(	52 -1	32 -2	15 -3
8. Kids in the neighborhood, who don't go to this school often cause problems in or around my school	(22(	34 -1	51 -2	15 -3
9. Sometimes I think the teachers in this school only think of their students as numbers	(23(	32 -1	53 -2	15 -3

24-32Z

E3. When students break the rules in your school do the teachers and school staff act as if this is a very serious problem, somewhat serious, or a not very serious problem?

Very serious......(33(33 -1
Somewhat serious...... 50 -2
Not very serious...... 12 -3
Not sure.............. 5 -4

E4. How often do teachers in your school generally assign homework -- every day, two to three days a week, once a week, less often than that, or never?

Every day.........(34(55 -1
2 to 3 times a week... 35 -2
Once a week........... 4 -3
Less often than that.. 3 -4
Never................. 1 -5
Not sure.............. 2 -6

E5. When teachers assign homework in your school how many students usually complete it -- all of them, most of them, some of them, or hardy any?

All of them.......(35(5 -1
Most of them.......... 55 -2
Some of them.......... 31 -3
Hardly any .... 7 -4
Not sure.............. 2 -5

G. COMMUNICATIONS BETWEEN PARENTS, STUDENTS AND TEACHERS

G1. How often do you talk to your parents or guardians about the problems or disagreements you have with other students -- nearly always, sometimes, hardly ever, or never?

Nearly always.....(36(20 -1
Sometimes............. 37 -2
Hardly ever........... 24 -3
Never................. 16 -4
Not sure.............. 2 -5

G1a. Why don't you talk to your parents or guardians about these kinds of problems more often? MARK AN "X" NEXT TO ALL THE ITEMS THAT APPLY TO YOU

Adults don't understand my problems...................(37(41 -1
Prefer to talk to another family member...............(38(19 -1
Prefer to talk to friends.............................(39(58 -1
I will get in trouble.................................(40(19 -1
My parents can't help.................................(41(27 -1
My parents aren't interested in my problems...........(42(11 -1
Other kids won't talk to me if I complain to my parents.(43(10 -1
Not sure..(44(4 -1
Other reasons (PLEASE WRITE THEM IN BELOW):

Don't have any problems - 5%; Don't like to/want to - 4%; (45-46)

Want to handle myself - 3%; Embarrassment - 3% (47-48)

(49-50)

G2. Which of the following have you talked about with your teachers about outside of class? MARK ONE ANSWER FOR EACH STATEMENT ON THE LIST

		Yes	No	Not Sure
1.	Current affairs . . . . (51(	37 -1	56 -2	6 -3
2.	Your personal problems or your problems at home . . . . . (52(	17 -1	79 -2	4 -3
3.	Movies, TV programs or music . . . . (53(	51 -1	43 -2	6 -3
4.	Your plans after high school . . . . (54(	53 -1	42 -2	5 -3
5.	Personal interests and hobbies . . . . (55(	53 -1	43 -2	4 -3
6.	Your problems with other students . . . . (56(	31 -1	62 -2	6 -3
7.	Where you can get help with family or personal problems . (57(	10 -1	83 -2	7 -3
8.	Fights that you seen between students . . . . (58(	35 -1	59 -2	6 -3

G4. How often do you talk to your teachers about the problems or disagreements you have with other students -- nearly always, sometimes, hardly ever, or never?

Nearly always.....(59(4 -1
Sometimes............. 19 -2
Hardly ever........... 34 -3
Never................. 40 -4
Not sure.............. 2 -5

G4a. Why don't you talk to your teachers about these kinds of problems more often? MARK AN "X" NEXT TO ALL THE ITEMS THAT APPLY TO YOU

Adults don't understand my problems..................(60(29 -1
Prefer to talk to a family member....................(61(33 -1
Prefer to talk a friend..............................(62(58 -1
I will get in trouble................................(63(13 -1
Teachers can't help..................................(64(22 -1
There is no privacy or confidentiality in school......(65(29 -1
Teachers don't have time.............................(66(-1
Teachers don't seem interested in their students......(67(27 -1
Other kids won't talk to me if I talk to a teacher....(68(11 -1
Not sure...(69(8 -1
Other reasons (PLEASE WRITE THEM IN BELOW):

Don't have any problems - 4% (70-71)

(72-73)

(74-75)

G5. How often do you feel that you get personal attention from your teachers?

All of the time.....(76(10 -1
Some of the time........ 25 -2
Sometimes............... 25 -3
A few times............. 20 -4
Hardly ever............. 15 -5
Not sure................ 5 -6

G6. If you knew about a student who had carried a weapon -- like a knife or gun -- to school would you tell your teacher about it, or not?

Would definitely tell my teacher.......(77(24 -1
It depends............................. 45 -2
Would not tell my teacher.............. 20 -3
Not sure............................... 11 -4

78-80Z

G7. Why would you decide NOT to tell your tell your teacher? MARK AN "X" NEXT TO ALL THE ITEMS THAT APPLY TO YOU

The teacher couldn't do anything about it.............3*(08(14 -1
Prefer to tell a family member........................(09(12 -1
Prefer to tell a friend...............................(10(34 -1
Prefer to tell the guidance counsellor or principal.....(11(22 -1
I will get in trouble.................................(12(14 -1
I will be hurt/the other student will get back at me....(13(50 -1
There is no privacy or confidentiality in school........(14(23 -1
Teachers don't have time..............................(15(-1
Teachers don't seem interested in their students........(16(10 -1
Other kids won't talk to me if I complain to a teacher..(17(13 -1
Other reasons (PLEASE WRITE THEM IN BELOW)

None of my business - 3%; Depends on if it is a friend -..(19-20)

4%; Do not snitch/rat on anyone - 4% (21-22)

(23-24)
Not sure..(18(8 -1

G8. If you saw a student, in school, threaten another student with a knife or a gun would you tell your teacher, or not?

Would definitely tell my teacher.......	(25(	45	-1
It depends................................		35	-2
Would not tell my teacher.................		12	-3
Not sure..................................		8	-4

G9. Why would you decide NOT to tell your tell your teacher? MARK AN "X" NEXT TO ALL THE ITEMS THAT APPLY TO YOU

The teacher couldn't do anything about it...............	(26(	14	-1
Prefer to tell to a family member.......................	(27(	14	-1
Prefer to tell to a friend..............................	(28(	32	-1
Prefer to tell the guidance counsellor or principal.....	(29(	25	-1
I will get in trouble...................................	(30(	12	-1
I will be hurt/the other student will get back at me....	(31(	42	-1
There is no privacy or confidentiality in school........	(32(	19	-1
Teachers don't have time................................	(33(		-1
Teachers don't seem interested in their students........	(34(	11	-1
Other kids won't talk to me if I complain to a teacher..	(35(	10	-1
Not sure..	(36(	15	-1

Other reasons (PLEASE WRITE THEM IN BELOW)

______________________________...(37-38)

______________________________(39-40)

______________________________(41-42)

G10. If you saw a student, in school, physically hurt another student would you tell your teacher, or not?

Would definitely tell my teacher.......	(43(	31	-1
It depends................................		46	-2
Would not tell my teacher.................		16	-3
Not sure..................................		6	-4

G11. Why would you decide NOT to tell your tell your teacher? MARK AN "X" NEXT TO ALL THE ITEMS THAT APPLY TO YOU

The teacher couldn't do anything about it...............	(44(	16	-1
Prefer to tell to a family member.......................	(45(	13	-1
Prefer to tell to a friend..............................	(46(	33	-1
Prefer to tell the guidance counsellor or principal.....	(47(	19	-1
I will get in trouble...................................	(48(	13	-1
I will be hurt/the other student will get back at me....	(49(	33	-1
There is no privacy or confidentiality in school........	(50(	20	-1
Teachers don't have time................................	(51(		-1
Teachers don't seem interested in their students........	(52(	10	-1
Other kids won't talk to me if I complain to a teacher..	(53(	10	-1
Not sure..	(54(	19	-1

Other reasons (PLEASE WRITE THEM IN BELOW)

None of my business - 5%; Depends on the severity of the..(55-56)

incident - 4%______________________________(57-58)

______________________________(59-60)

G12. Please mark for each of these statements whether you think it is true or false?

			True	False	Not Sure
1.	Most people I know would say that it's almost impossible to walk away from an angry scene or confrontation without fighting	(61(	59 -1	30 -2	11 -3
2.	Adults in this society really don't care about what I think or how I feel	(62(	29 -1	55 -2	16 -3
3.	There would be much less violence if there were more things for kids to do	(63(	63 -1	25 -2	13 -3
4.	Deep down, I wish my parent(s) would be more involved in my school work	(64(	25 -1	63 -2	13 -3
5.	It shows weakness to apologize to someone	(65(	23 -1	66 -2	11 -3
6.	Sometimes I wonder if my parent(s) really love me	(66(	23 -1	71 -2	6 -3

H. PARENTAL INVOLVEMENT

H1. How often do your parents or guardians do the following things -- never, once a year, 2 or 3 times a year, or more than 3 times a year? MARK ONE ANSWER FOR EACH STATEMENT ON THE LIST

			Never	Once A Year	2 Or 3 Times A Year	More Than 3 Times A Year	Not Sure
1.	Attend a play, sports event, or concert at the school	(67(	18 -1	9 -2	14 -3	52 -4	8 -5
2.	Meet in person with a teacher or school official one-on-one	(68(	22 -1	28 -2	28 -3	11 -4	10 -5
3.	Talk on the telephone with a teacher or a school official	(69(	38 -1	22 -2	20 -3	11 -4	9 -5
4.	Exchange written notes with a teacher or school official about some problem you are having	(70(	60 -1	12 -2	10 -3	6 -4	11 -5
5.	Attend meeting of a parents' groups such as the PTA	(71(	56 -1	14 -2	9 -3	11 -4	10 -5
6.	Go in to school to hear about and discuss school issues and see the school environment	(72(	52 -1	18 -2	11 -3	8 -4	11 -5
7.	Visit the school to observe classes, speak to a class, or help a teacher with their work	(73(	67 -1	13 -2	7 -3	5 -4	3 -5

I. STUDENTS EXPERIENCES

I1. Have you ever taken deliberate steps to avoid being the victim of a violent incident in or around school, or not?

Yes, have taken deliberate steps.....	(74(	44 -1
No, have not..............................		35 -2
Not sure..................................		21 -3

75-80Z

I2. Have you done any of the things listed below in order to be safe when you are in or around school? MARK AN "X" NEXT TO ALL THE ITEMS THAT APPLY TO YOU

Don't wear certain colors...................................4*(08(15 -1
Don't wear certain types of clothing (such as designer tennis
  shoes or leather jackets)...................................(09(15 -1
Don't go to certain streets or neighborhoods going to or from school.(10(28 -1
Don't go certain areas in the school building (such as staircases or
  bathrooms)...(11(13 -1
Don't talk or spend time with (other/certain) students...............(12(35 -1
Don't walk alone on certain streets or neighborhoods around school...(13(25 -1
Don't look around when I walk in halls at school.....................(14(10 -1
Don't look around when I walk in the neighborhood....................(15(10 -1
Don't do any of these things...(16(26 -1
Not sure...(17(13 -1

I3. Please describe any other things you have done in or around school in order to avoid becoming involved in a violent event? [PLEASE WRITE YOUR ANSWER IN BELOW]

Walk away from potential trouble/avoid confrontation - 17%; Keep to myself - 10%; (18-19)

Never get involved in violence - 6%; Stay with friends - 5%; Display nice/friendly (20-21)

attitude - 4% (22-23)

I4. For each of the following items, record how many times they happened to you. In the last month...

	# Of Times	Not Sure
a. How many times were you involved in an angry scene or confrontation with people your age? . . . . 0 - 27%; 1 - 12%; 2 or More - 34%	/ / / (24-25)	(26(27 -1
b. How many times did you end up involved in a physical fight? . 0 - 59%; 1 - 9%; 2 or More - 14%	/ / / (27-28)	(29(18 -1
c. How many times did someone threaten you with a knife? . . . . 0 - 75%; 1 - 3%; 2 or More - 4%	/ / / (30-31)	(32(18 -1
d. How many times did someone threaten you with a gun? . . . . . 0 - 77%; 1 - 3%; 2 or More - 2%	/ / / (33-34)	(35(17 -1

I5. Have you ever been the victim of a violent incident that occurred in or around school, or not?

Have been a victim...............(36(16 -1
No, have not......................... 77 -2
Not sure............................. 7 -3

I6. Have you ever been physically hurt by another person in or around school, or not?

Yes, have been physically hurt...(37(17 -1
No, not hurt......................... 76 -2
Not sure............................. 7 -3

I7. Have you ever needed medical attention because of a violent incident that occurred in or around school, or not?

Yes, required medical attention..(38(18 -1
No, did not.......................... 76 -2
Not sure............................. 7 -3

I8. Have you ever needed counselling or therapy as a result of a violent incident that occurred in or around school, or not?

Yes, required counseling or therapy...(39(17 -1
No, did not................................ 80 -2
Not sure................................... 4 -3

I9. Have you ever felt that you needed guidance or counseling but you were unable to get it, or not?

Needed counseling but did not get it..(40(21 -1
Did not need counseling.................. 70 -2
Not sure................................... 8 -3

I10. If you have been the victim of a violent incident that happened in or around school please describe what happened. [PLEASE WRITE IN YOUR ANSWER BELOW]

Fights (unspec.) - 17%; Pushed, shoved, grabbed or slapped - 10%; Kicked, bit or (41-42)
hit with a fist - 4%; Threatened or intimidated - 10%; Assaulted with a knife or (43-44)
gun - 6%; Beaten up by a group or gang - 4%; No incidents/nothing happened - 2% (45-46)

I11. People may react in a number of different ways to the threat of violence or when they have been the victim of a violent incident. For each of the following statements mark whether or not it is true for you. MARK ONE ANSWER FOR EACH STATEMENT ON THE LIST

		True	False	Not Sure
1.	Because of the threat of violence in or around my school I sometimes don't want to go to school . . . . (47(	20 -1	74 -2	6 -3
2.	Because of past experiences I sometimes don't want to go to school . . . . (48(	23 -1	71 -2	6 -3
3.	Worrying about getting hurt in or around school has affected my grades . . . . (49(	9 -1	83 -2	8 -3
4.	Because of violence in or around my school, I am less respectful of other students . . . . (50(	21 -1	69 -2	9 -3
5.	I do not trust other students . . . . (51(	37 -1	50 -2	13 -3
6.	I am not interested in getting a higher education . . . . (52(	9 -1	85 -2	5 -3
7.	Sometimes I have trouble sleeping because I am worried about violence . . . . (53(	13 -1	80 -2	7 -3
8.	I do not participate in class discussions because I am worried about being physically hurt or singled out . . (54(	6 -1	87 -2	7 -3
9.	When I have been physically hurt by someone else I have not wanted to talk about what happened . . . . (55(	19 -1	70 -2	11 -3
10.	When I see violent incidents I do not want to talk about what happened . . . . (56(	20 -1	69 -2	11 -3

I12. Different students have different ideas about what's cool. Please mark you answer for each of these statements.

			Cool	Not Cool	Not Sure
1.	Walking away from a fight	(57(	49 -1	32 -2	18 -3
2.	Carrying a gun	(58(	10 -1	85 -2	5 -3
3.	Showing a gun	(59(	9 -1	86 -2	4 -3
4.	Shooting someone	(60(	7 -1	98 -2	4 -3
5.	Using drugs	(61(	10 -1	85 -2	6 -3
6.	Scaring someone with a gun	(62(	10 -1	86 -2	4 -3
7.	Getting good grades	(63(	84 -1	8 -2	7 -3
8.	Going out of your way to insult someone	(64(	17 -1	73 -2	10 -3
9.	Taking school seriously	(65(	73 -1	14 -2	13 -3

J. STEPS TAKEN TO REDUCE OR PREVENT VIOLENCE IN OR AROUND SCHOOL

J1. Schools have taken a number of different steps to help stop or reduce violence. For each of the following steps please mark how successful it has been in reducing violence in your school.

If your school has not done something on the list mark the first column -- labelled " School doesn't do this"
MARK ONE ANSWER FOR EACH STATEMENT ON THE LIST

			School Doesn't Do This	Very Successful	Somewhat Successful	Not Successful	Not Sure
1.	Meetings for your class or the entire school	(66(	39 -1	12 -2	27 -3	6 -4	16 -5
2.	Visitors to talk to classes about crime and violence	(67(	23 -1	23 -2	33 -3	11 -4	10 -5
3.	A hotline or a confidential number for students to call	(68(	58 -1	9 -2	9 -3	8 -4	15 -5
4.	Counselling for students and their families	(69(	20 -1	17 -2	26 -3	9 -4	27 -5
5.	Classes on how to talk about problems rather than fight	(70(	45 -1	10 -2	19 -3	9 -4	17 -5
6.	Safety or anti-violence programs	(71(	40 -1	13 -2	21 -3	8 -4	19 -5
7.	A mentoring program (new)	(72(	49 -1	10 -2	10 -3	5 -4	26 -5
8.	A disciplinary code	(73(	18 -1	22 -2	29 -3	10 -4	21 -5
9.	A dress code or bans on certain types of clothing	(74(	23 -1	20 -2	28 -3	21 -4	9 -5
10.	Monitors in the hallways	(75(	40 -1	15 -2	22 -3	10 -4	13 -5
11.	Security guards or police in or around the school	(76(	49 -1	17 -2	18 -3	7 -4	8 -5
12.	Hand held metal detectors	(77(	80 -1	4 -2	2 -3	7 -4	7 -5
13.	Making students walk through metal detectors	(78(	81 -1	2 -2	4 -3	5 -4	8 -5
14.	Random checks of bookbags, backpacks, or lockers	(79(	58 -1	9 -2	13 -3	9 -4	9 -5
15.	Suspended or expelled students when they were violent	(80(	6 -1	43 -2	33 -3	10 -4	8 -5

J2. If you had to decide, which of the following do you think would be most effective as a spokesperson to help reduce and prevent student violence. Who you be most likely to listen to and pay attention to? "X" ONE ANSWER ONLY

A famous athlete	5*(08(	41	-1
A famous TV actor		16	-2
A famous movie actor		20	-3
A teacher or principal		6	-4
A local government official (like the Mayor)		9	-5
A national government official (like the President or the Attorney General)		14	-6
A police officer		13	-7
A religious leader		9	-8
A survivor of violence		22	-9
A student who has committed acts of violence	(09(	18	-0
Someone who has been jailed for committing an act of violence		29	-1
A parent whose child has been the victim of an act of violence		19	-2
Someone else (WRITE IN YOUR ANSWER BELOW): ____________		2	-3
Not sure		7	-4

K. EDUCATIONAL CAMPAIGNS

K1. Which of these campaigns or slogans have you heard of?

		Have Heard Of		Have Not Heard Of		Not Sure	
1. "The More You Know"	(10(	67	-1	26	-2	7	-3
2. "Squash It"	(11(	14	-1	80	-2	7	-3
3. "Enough is Enough"	(12(	66	-1	28	-2	6	-3
4. "Don't Drink and Drive"	(13(	96	-1	3	-2	1	-3
5. "Stay in School"	(14(	96	-1	3	-2	1	-3

F. FACTUALS

F1. Do you live with... "X" ONE ANSWER ONLY

Both your mother and your father	(15(55	-1
Your mother and a stepfather	10	-2
Your father and a stepmother	4	-3
With father only	2	-4
With mother only	17	-5
Your mother some of the time and your father some of the time	4	-6
With other relatives	3	-7
With other adults	*	-8
Not sure	3	-9

F2. On school days, how often do come home when there is no adult at home?

Every day	(16(38	-1
2-4 times a week	17	-2
Once a week	9	-3
Once a month	6	-4
Rarely or never	26	-5
Not sure	5	-6

F3. Are you..

Male	(17(47	-1
Female	53	-2

F4. Are you of hispanic origin or descent (such as Spanish, Mexican or Latin American), or not?

Yes, hispanic	(18(9	-1
Not hispanic	80	-2
Not sure	11	-3

F5. Do you or does anyone in your immediate family speak Spanish at home, or not?

Yes, speak Spanish	(19(17	-1
No, do not	78	-2
Not sure	5	-3

F6. What is your race or ethnic background?

White	(20(64	-1
Black	15	-2
African-American	7	-3
Asian or Pacific Islander	2	-4
Native American or Alaskan Native	1	-5
Some other race	6	-6
Not sure	4	-7

F7. What grades do you usually get? "X" ONE ANSWER ONLY

Mostly A's	(21(19	-1
Mostly A's and B's	34	-2
Mostly B's	6	-3
Mostly B's and C's	25	-4
Mostly C's	5	-5
Mostly C's and D's	6	-6
Mostly D's and F's	2	-7
Not sure	3	-8

22-80Z

That completes the interview. Thank you very much for your cooperation.

LOUIS HARRIS AND ASSOCIATES, INC.
630 Fifth Avenue
New York, NY 10111

/ FOR OFFICE USE ONLY:
/
/ Questionnaire No.:______________
/ (1-5)
/_______________________________

Study No. 932016 II (GRADES 10-12)
(8-13)

Card Number (6,7)

April 27, 1994 (FINAL-REV.1)

Sample Point No. / / / / / / / / / / /
14-15-16-17-18-19-20-21-22-23

Time Started: ____________A.M./P.M.

24-25Z

THANK YOU...

... for taking part in our important study. This survey is being conducted to help us learn more about the experiences of students nationwide.

You will notice, as you fill out this questionnaire, that many of the questions are about serious topics and issues. It is very important that you answer all questions truthfully and completely, saying exactly what you have experienced. This is not a test; there are no right or wrong answers. Again, please be as honest as you can in answering these questions.

We are not asking for your name and as a result all your answers will be totally anonymous.

The schools taking part in this project have been scientifically chosen to represent all schools in the country. So it is vital that you answer all questions carefully.

SECTIONS:

A. EVALUATION OF SCHOOL
B. RESPONSIBILITY FOR PREVENTING AND REDUCING VIOLENCE
C. PARENTS' AND CHILDREN'S WORRIES ABOUT VIOLENCE
D. DEFINITION OF VIOLENCE
E. RELATIONSHIP BETWEEN EXTERNAL ENVIRONMENT AND SCHOOL VIOLENCE
G. COMMUNICATIONS BETWEEN PARENTS, CHILDREN AND TEACHERS
H. PARENTAL INVOLVEMENT
I. CHILDREN'S EXPERIENCES
J. STEPS TAKEN TO PREVENT OR REDUCE VIOLENCE
K. EDUCATIONAL CAMPAIGNS
F. FACTUALS

The questionnaire is easy to fill out.

1. Simply write in an "X" in the space that matches your answer. On a few questions you may write in an answer -- you will see a line where you can do this.

EXAMPLE:
What is your favorite season of the year?

Spring..........((____-1
Summer..............____-2
Fall................____-3
Winter.............._X_-4
Not sure............____-5

230

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2. Other questions will ask you to answer a series of questions.

EXAMPLE:
Do you go to school during the... ("X" ONLY ONE FOR EACH STATEMENT -- A THROUGH D)

	Yes	No	Not Sure
A. Spring	X -1	-2	-3
B. Summer	-1	X -2	-3
C. Fall	X -1	-2	-3
D. Winter	X -1	-2	-3

3. Use a pencil to mark your answers. In case you change your mind, you can then erase your first answer and mark the one you want. Make sure you erase the wrong answer completely.

4. Please do not talk over your answers with others.

In advance, thank you very much for your help with this very important study.

A. EVALUATION OF SCHOOL

A1. Below is a list of things on which public schools may be judged. For each please tell me whether you would rate your school excellent, good, fair or poor.
MARK ONE ANSWER FOR EACH STATEMENT ON THE LIST

		Excellent	Good	Fair	Poor	Not Sure
1. The school's physical facilities (such as the building and playground)	(26(	7 -1	49 -2	35 -3	8 -4	* -5
2. The effectiveness of the school board in dealing with school matters	(27(	3 -1	23 -2	41 -3	26 -4	6 -5
3. The amount of support shown for the school by the parents	(28(	11 -1	35 -2	36 -3	14 -4	4 -5
4. The degree to which most teachers seem to care about their students . . .	(29(	18 -1	46 -2	28 -3	7 -4	1 -5
5. The degree to which most counselors seem to care about their students . . .	(30(	22 -1	36 -2	26 -3	12 -4	3 -5
6. The relations between parent and teachers in your school	(31(	5 -1	24 -2	40 -3	22 -4	9 -5
7. The school's ability to provide a safe and secure place for students when they are in the school building	(32(	20 -1	46 -2	25 -3	8 -4	1 -5
8. The school's ability to provide a safe and secure place for students when they are on the school grounds outside the building	(33(	11 -1	34 -2	35 -3	17 -4	2 -5
9. The overall quality of the education you receive	(34(	19 -1	54 -2	23 -3	4 -4	1 -5

A2. Generally, how well do teachers and students in your school get along with each other -- very well, fairly well, not very well, or not at all well?

Very well.....(35(13 -1
Fairly well....... 72 -2
Not very well..... 11 -3
Not at all well... 2 -4
Not sure.......... 2 -5

A3. When teachers and students don't get along well, whose responsibility do you think it is? "X" ONE ITEM ONLY

Mainly the teachers' responsibility	(36(6 -1
Mainly the students' responsibility	10 -2
Both the teachers' and the students' responsibility	77 -3
Mainly the school administration's responsibility	2 -4
Not sure	5 -5

A4. Would you say that in your school, vandalism such as graffiti or broken doors and windows is a major problem, a minor problem or not a problem?

Major problem	(37(14 -1
Minor problem	52 -2
Not a problem	31 -3
Not sure	3 -4

A5. In the past year, has the level of violence at your school increased, decreased or stayed about the same?

Increased	(38(30 -1
Decreased	12 -2
Stayed about the same	46 -3
Not sure	13 -4

B. RESPONSIBILITY FOR PREVENTING AND REDUCING VIOLENCE

B1. Do you believe that the following groups should help stop and reduce violence in public schools, or not? MARK ONE ANSWER FOR EACH STATEMENT ON THE LIST

	Should Help	Should Not	Not Sure
1. Parents	(39(79 -1	12 -2	9 -3
2. Students	(40(95 -1	3 -2	2 -3
3. Teachers	(41(93 -1	5 -2	2 -3
4. Counselors	(42(89 -1	7 -2	4 -3
5. School administrators	(43(88 -1	8 -2	4 -3
6. The local school board	(44(77 -1	15 -2	7 -3
7. The police	(45(69 -1	20 -2	11 -3
8. Local community members	(46(45 -1	38 -2	17 -3
9. Local government officials	(47(45 -1	38 -2	17 -3
10. The local business community	(48(33 -1	48 -2	19 -3

B2. When it comes to stopping or reducing violence in your school would you say that each of the following groups tries too hard, the right amount, or not enough? MARK ONE ANSWER FOR EACH STATEMENT ON THE LIST

	Try Too Hard	Right Amount	Not Enough	Not Sure
1. Parents	(49(10 -1	28 -2	49 -3	13 -4
2. Students	(50(2 -1	21 -2	72 -3	5 -4
3. Teachers	(51(15 -1	43 -2	36 -3	7 -4
4. Counselors	(52(13 -1	40 -2	34 -3	12 -4
5. School administrators	(53(22 -1	28 -2	37 -3	13 -4
6. The local school board	(54(15 -1	21 -2	45 -3	18 -4
7. The police	(55(15 -1	33 -2	35 -3	17 -4
8. Local community members	(56(5 -1	22 -2	41 -3	31 -4
9. Local government officials	(57(5 -1	19 -2	41 -3	35 -4
10. The local business community	(58(3 -1	19 -2	37 -3	41 -4

C. PARENTS' AND CHILDREN'S WORRIES ABOUT VIOLENCE

C1. To what extent do your parents or guardians worry about your safety going to and from school -- are they very worried, somewhat worried, not very worried, or not at all worried?

Very worried........(59(9 -1
Somewhat worried........ 18 -2
Not very worried........ 34 -3
Not at all worried...... 37 -4
Not sure................ 2 -5

C2. To what extent do you worry about your safety going to and from school -- are you very worried, somewhat worried, not very worried, or not at all worried?

Very worried........(60(3 -1
Somewhat worried........ 11 -2
Not very worried........ 27 -3
Not at all worried...... 59 -4
Not sure................ - -5

C3. To what extent do your parents or guardians worry about your safety when you are in school --are they very worried, somewhat worried, not very worried, or not at all worried?

Very worried........(61(4 -1
Somewhat worried........ 14 -2
Not very worried........ 29 -3
Not at all worried...... 50 -4
Not sure................ 3 -5

C4. To what extent do you worry about your safety when you are in school -- are you very worried, somewhat worried, not very worried, or not at all worried?

Very worried........(62(3 -1
Somewhat worried........ 9 -2
Not very worried........ 26 -3
Not at all worried...... 62 -4
Not sure................ * -5

C5. Do you believe that vandalism -- such as graffiti or broken doors and windows -- in or around your school makes you worry more about your safety, or doesn't it make a difference?

Makes me worry more...............(63(25 -1
Doesn't make a difference.............. 64 -2
Not sure............................... 11 -3

C6. What worries you most about your safety in or around school? (WRITE IN YOUR ANSWER BELOW)

Nothing/no worries - 22%; Weapons - 20%; Fights 15%; Gangs - 13%; Getting beat up -(64-65)

4%; Poor attitude of students - 6%; Vandalism - 3%; Strangers/weird people - 3%; (66-67)

Bravado/show-offs - 4% (68-69)

D. DEFINITION OF VIOLENCE

D1. People sometimes have different ideas about what is or is not a violent event. Please mark for each of the following incidents whether or not you think it is a violent incident? MARK ONE ANSWER FOR EACH STATEMENT ON THE LIST

		Yes, Violent	No, Not Violent	Not Sure
1. Verbal insults	(70(	33 -1	57 -2	11 -3
2. Threats to students	(71(	74 -1	21 -2	5 -3
3. Threats to teachers	(72(	74 -1	21 -2	5 -3
4. Staring at or intimidating students	(73(	30 -1	60 -2	10 -3
5. Pushing, shoving, grabbing, or slapping	(74(	89 -1	8 -2	3 -3
6. Kicking, biting, or hitting someone with a fist	(75(	97 -1	3 -2	* -3
7. Threatening someone with a knife or gun	(76(	95 -1	4 -2	1 -3
8. Using knives or firing guns	(77(	97 -1	2 -2	1 -3
9. Stealing	(78(	45 -1	43 -2	12 -3

79-80Z

E. RELATIONSHIP BETWEEN ENVIRONMENT AND SCHOOL VIOLENCE

E1. These are some statements about violence public schools. Please mark for each one if you think it is a true or false statement about YOUR School. MARK ONE ANSWER FOR EACH STATEMENT ON THE LIST

		True	False	Not Sure
1. Vandalism takes valuable resources (such as staffing and school financing) away from violence prevention . .	2*(08(	43 -1	33 -2	24 -3
2. Schools violence has increased because students do not receive proper supervision at home	(09(	52 -1	32 -2	15 -3
3. Overcrowded classrooms and staff shortages contribute to violence in schools	(10(	48 -1	43 -2	9 -3
4. Teachers cannot effectively teach their students because of the threat of violence	(11(	22 -1	67 -2	11 -3
5. The portrayal of violence in the mass media contributes to violence in schools	(12(	54 -1	33 -2	13 -3
6. The use of drugs and alcohol are major factors contributing to school violence	(13(	65 -1	26 -2	10 -3
7. Violence in the neighborhood around a school often leads to violence within the school	(14(	62 -1	25 -2	13 -3

E2. These are statements some students have made about their school. Please mark for each one if you think it is true or false for your school. MARK ONE ANSWER FOR EACH STATEMENT ON THE LIST

		True	False	Not Sure
1. The hallways, classrooms and other public areas are clean and well kept.	(15(	70 -1	25 -2	5 -3
2. It is easy for people who don't belong in our school to enter the school	(16(	71 -1	21 -2	8 -3
3. Students often break the rules in this school because they know they can get away with it	(17(	65 -1	26 -2	9 -3
4. Classes in our school are large and teachers have a hard time controlling their classes.	(18(	28 -1	63 -2	9 -3
5. The hallways, restrooms, lunchroom, and other public areas are safe and comfortable places.	(19(	57 -1	33 -2	10 -3
6. The use of drugs and alcohol are major factors in violent incidents that occur in or around my school.	(20(	36 -1	46 -2	18 -3
7. Violence in the neighborhood leads to violence within the school.	(21(	52 -1	34 -2	14 -3
8. Kids in the neighborhood, who don't go to this school often cause problems in or around my school	(22(	29 -1	56 -2	15 -3
9. Sometimes I think the teachers in this school only think of their students as numbers	(23(	39 -1	52 -2	9 -3

24-32Z

E3. When students break the rules in your school do the teachers and school staff act as if this is a very serious problem, somewhat serious, or a not very serious problem?

Very serious......(33(30 -1
Somewhat serious...... 52 -2
Not very serious...... 15 -3
Not sure.............. 3 -4

E4. How often do teachers in your school generally assign homework -- every day, two to three days a week, once a week, less often than that, or never?

Every day.........(34(53 -1
2 to 3 times a week... 37 -2
Once a week........... 5 -3
Less often than that.. 2 -4
Never................. 2 -5
Not sure.............. 2 -6

E5. When teachers assign homework in your school how many students usually complete it -- all of them, most of them, some of them, or hardy any?

All of them.......(35(2 -1
Most of them.......... 56 -2
Some of them.......... 34 -3
Hardly any .... 6 -4
Not sure.............. 2 -5

G. COMMUNICATIONS BETWEEN PARENTS, STUDENTS AND TEACHERS

G1. How often do you talk to your parents or guardians about the problems or disagreements you have with other students -- nearly always, sometimes, hardly ever, or never?

Nearly always.....(36(24 -1
Sometimes............. 32 -2
Hardly ever........... 21 -3
Never................. 22 -4
Not sure.............. 1 -5

G1a. Why don't you talk to your parents or guardians about these kinds of problems more often? MARK AN "X" NEXT TO ALL THE ITEMS THAT APPLY TO YOU

Adults don't understand my problems....................(37(34 -1
Prefer to talk to another family member................(38(14 -1
Prefer to talk to friends..............................(39(67 -1
I will get in trouble..................................(40(14 -1
My parents can't help..................................(41(24 -1
My parents aren't interested in my problems............(42(11 -1
Other kids won't talk to me if I complain to my parents.(43(4 -1
Not sure...(44(____-1
Other reasons (PLEASE WRITE THEM IN BELOW):

Don't have any problems - 7%; Don't like to/want to - 4%; (45-46)

Want to handle myself - 5% (47-48)

(49-50)

G2. Which of the following have you talked about with your teachers about outside of class? MARK ONE ANSWER FOR EACH STATEMENT ON THE LIST

		Yes	No	Not Sure
1.	Current affairs . . . . (51(	55 -1	42 -2	3 -3
2.	Your personal problems or your problems at home . . . . . (52(	25 -1	72 -2	3 -3
3.	Movies, TV programs or music . . . . (53(	63 -1	35 -2	2 -3
4.	Your plans after high school . . . . (54(	74 -1	24 -2	2 -3
5.	Personal interests and hobbies . . . . (55(	62 -1	35 -2	3 -3
6.	Your problems with other students . . . . (56(	29 -1	69 -2	2 -3
7.	Where you can get help with family or personal problems . (57(	10 -1	88 -2	2 -3
8.	Fights that you seen between students . . . . (58(	37 -1	60 -2	4 -3

G4. How often do you talk to your teachers about the problems or disagreements you have with other students -- nearly always, sometimes, hardly ever, or never?

Nearly always.....(59(4 -1
Sometimes............ 19 -2
Hardly ever........... 27 -3
Never................. 49 -4
Not sure.............. 2 -5

G4a. Why don't you talk to your teachers about these kinds of problems more often? MARK AN "X" NEXT TO ALL THE ITEMS THAT APPLY TO YOU

Adults don't understand my problems..................(60(16 -1
Prefer to talk to a family member....................(61(22 -1
Prefer to talk a friend..............................(62(60 -1
I will get in trouble................................(63(10 -1
Teachers can't help..................................(64(23 -1
There is no privacy or confidentiality in school......(65(31 -1
Teachers don't have time.............................(66(-1
Teachers don't seem interested in their students......(67(29 -1
Other kids won't talk to me if I talk to a teacher....(68(6 -1
Not sure...(69(6 -1
Other reasons (PLEASE WRITE THEM IN BELOW):

Don't have any problems - 7%; Don't feel like it/don't want (70-71)

to - 3% (72-73)

(74-75)

G5. How often do you feel that you get personal attention from your teachers?

All of the time.....(76(13 -1
Some of the time........ 33 -2
Sometimes............... 24 -3
A few times............. 16 -4
Hardly ever............. 12 -5
Not sure................ 2 -6

G6. If you knew about a student who had carried a weapon -- like a knife or gun -- to school would you tell your teacher about it, or not?

Would definitely tell my teacher.......(77(19 -1
It depends.............................. 56 -2
Would not tell my teacher............... 18 -3
Not sure................................ 7 -4

78-80Z

G7. Why would you decide NOT to tell your tell your teacher? MARK AN "X" NEXT TO ALL THE ITEMS THAT APPLY TO YOU

The teacher couldn't do anything about it.............3*(08(15 -1
Prefer to tell a family member.........................(09(9 -1
Prefer to tell a friend................................(10(30 -1
Prefer to tell the guidance counsellor or principal.....(11(17 -1
I will get in trouble..................................(12(12 -1
I will be hurt/the other student will get back at me....(13(44 -1
There is no privacy or confidentiality in school........(14(23 -1
Teachers don't have time...............................(15(-1
Teachers don't seem interested in their students........(16(10 -1
Other kids won't talk to me if I complain to a teacher..(17(11 -1
Other reasons (PLEASE WRITE THEM IN BELOW)

None of my business - 4%; Depends on if it is a friend -..(19-20)

4%; Depends on severity of incident - 3% (21-22)

(23-24)

Not sure...(18(9 -1

G8. If you saw a student, in school, threaten another student with a knife or a gun would you tell your teacher, or not?

Would definitely tell my teacher.......(25(45 -1
It depends............................... 39 -2
Would not tell my teacher................. 12 -3
Not sure.................................. 5 -4

G9. Why would you decide NOT to tell your tell your teacher? MARK AN "X" NEXT TO ALL THE ITEMS THAT APPLY TO YOU

The teacher couldn't do anything about it...............(26(14 -1
Prefer to tell to a family member.......................(27(10 -1
Prefer to tell to a friend..............................(28(29 -1
Prefer to tell the guidance counsellor or principal.....(29(16 -1
I will get in trouble...................................(30(9 -1
I will be hurt/the other student will get back at me....(31(35 -1
There is no privacy or confidentiality in school........(32(18 -1
Teachers don't have time................................(33(-1
Teachers don't seem interested in their students........(34(11 -1
Other kids won't talk to me if I complain to a teacher..(35(7 -1
Not sure..(36(18 -1
Other reasons (PLEASE WRITE THEM IN BELOW)

None of my business - 4%; Depends if it is a friend - 3%..(37-38)

(39-40)

(41-42)

G10. If you saw a student, in school, physically hurt another student would you tell your teacher, or not?

Would definitely tell my teacher.......(43(28 -1
It depends............................... 50 -2
Would not tell my teacher................. 18 -3
Not sure.................................. 4 -4

G11. Why would you decide NOT to tell your tell your teacher? MARK AN "X" NEXT TO ALL THE ITEMS THAT APPLY TO YOU

The teacher couldn't do anything about it...............(44(14 -1
Prefer to tell to a family member.......................(45(9 -1
Prefer to tell to a friend..............................(46(28 -1
Prefer to tell the guidance counsellor or principal.....(47(13 -1
I will get in trouble...................................(48(6 -1
I will be hurt/the other student will get back at me....(49(25 -1
There is no privacy or confidentiality in school........(50(18 -1
Teachers don't have time................................(51(-1
Teachers don't seem interested in their students........(52(9 -1
Other kids won't talk to me if I complain to a teacher..(53(6 -1
Not sure..(54(19 -1
Other reasons (PLEASE WRITE THEM IN BELOW)

None of my business - 7%; Depends on the severity of the..(55-56)

incident - 3% (57-58)

(59-60)

G12. Please mark for each of these statements whether you think it is true or false?

		True	False	Not Sure
1. Most people I know would say that it's almost impossible to walk away from an angry scene or confrontation without fighting	(61(	59 -1	34 -2	7 -3
2. Adults in this society really don't care about what I think or how I feel	(62(	36 -1	51 -2	13 -3
3. There would be much less violence if there were more things for kids to do	(63(	71 -1	21 -2	8 -3
4. Deep down, I wish my parent(s) would be more involved in my school work	(64(	24 -1	67 -2	9 -3
5. It shows weakness to apologize to someone	(65(	17 -1	79 -2	5 -3
6. Sometimes I wonder if my parent(s) really love me	(66(	16 -1	80 -2	4 -3

H. PARENTAL INVOLVEMENT

H1. How often do your parents or guardians do the following things -- never, once a year, 2 or 3 times a year, or more than 3 times a year? MARK ONE ANSWER FOR EACH STATEMENT ON THE LIST

		Never	Once A Year	2 Or 3 Times A Year	More Than 3 Times A Year	Not Sure
1. Attend a play, sports event, or concert at the school	(67(	24 -1	11 -2	12 -3	49 -4	4 -5
2. Meet in person with a teacher or school official one-on-one	(68(	32 -1	28 -2	24 -3	10 -4	6 -5
3. Talk on the telephone with a teacher or a school official	(69(	39 -1	24 -2	18 -3	12 -4	8 -5
4. Exchange written notes with a teacher or school official about some problem you are having	(70(	73 -1	10 -2	6 -3	4 -4	7 -5
5. Attend meeting of a parents' groups such as the PTA	(71(	66 -1	11 -2	7 -3	10 -4	6 -5
6. Go in to school to hear about and discuss school issues and see the school environment	(72(	66 -1	15 -2	7 -3	5 -4	6 -5
7. Visit the school to observe classes, speak to a class, or help a teacher with their work	(73(	84 -1	7 -2	3 -3	3 -4	3 -5

I. STUDENTS EXPERIENCES

I1. Have you ever taken deliberate steps to avoid being the victim of a violent incident in or around school, or not?

Yes, have taken deliberate steps.....(74(37 -1
No, have not............................ 48 -2
Not sure................................ 15 -3

75-80Z

I2. Have you done any of the things listed below in order to be safe when you are in or around school? MARK AN "X" NEXT TO ALL THE ITEMS THAT APPLY TO YOU

Don't wear certain colors...4*(08(7 -1
Don't wear certain types of clothing (such as designer tennis shoes or leather jackets)..................................(09(9 -1
Don't go to certain streets or neighborhoods going to or from school.(10(23 -1
Don't go certain areas in the school building (such as staircases or bathrooms)..(11(11 -1
Don't talk or spend time with (other/certain) students...............(12(31 -1
Don't walk alone on certain streets or neighborhoods around school...(13(15 -1
Don't look around when I walk in halls at school.....................(14(8 -1
Don't look around when I walk in the neighborhood....................(15(6 -1
Don't do any of these things...(16(36 -1
Not sure...(17(15 -1

I3. Please describe any other things you have done in or around school in order to avoid becoming involved in a violent event? [PLEASE WRITE YOUR ANSWER IN BELOW]

Walk away from potential trouble/avoid confrontation - 12%; Keep to myself - 9%; (18-19)
Never get involved in violence - 3%; Stay with friends - 2%; Display nice/friendly (20-21)
attitude - 4% (22-23)

I4. For each of the following items, record how many times they happened to you. In the last month...

	# Of Times	Not Sure
a. How many times were you involved in an angry scene or confrontation with people your age? . . . . 0 - 27%; 1 - 12%; 2 or More - 34%	/ / / (24-25)	(26(27 -1
b. How many times did you end up involved in a physical fight? . 0 - 71%; 1 - 6%; 2 or More - 13%	/ / / (27-28)	(29(10 -1
c. How many times did someone threaten you with a knife? . . . . 0 - 86%; 1 - 2%; 2 or More - 4%	/ / / (30-31)	(32(7 -1
d. How many times did someone threaten you with a gun? . . . . . 0 - 85%; 1 - 4%; 2 or More - 3%	/ / / (33-34)	(35(8 -1

I5. Have you ever been the victim of a violent incident that occurred in or around school, or not?

Have been a victim...............(36(18 -1
No, have not......................... 78 -2
Not sure............................. 4 -3

I6. Have you ever been physically hurt by another person in or around school, or not?

Yes, have been physically hurt...(37(15 -1
No, not hurt......................... 83 -2
Not sure............................. 2 -3

I7. Have you ever needed medical attention because of a violent incident that occurred in or around school, or not?

Yes, required medical attention..(38(22 -1
No, did not.......................... 76 -2
Not sure............................. 2 -3

I8. Have you ever needed counselling or therapy as a result of a violent incident that occurred in or around school, or not?

Yes, required counseling or therapy...(39(10 -1
No, did not.............................. 86 -2
Not sure................................. 4 -3

I9. Have you ever felt that you needed guidance or counseling but you were unable to get it, or not?

Needed counseling but did not get it..(40(18 -1
Did not need counseling.................. 74 -2
Not sure................................. 9 -3

I10. If you have been the victim of a violent incident that happened in or around school please describe what happened. [PLEASE WRITE IN YOUR ANSWER BELOW]

Fights (unspec.) - 22%; Pushed, shoved, grabbed or slapped - 8%; Kicked, bit or (41-42)
hit with a fist - 6%; Threatened or intimidated - 10%; Assaulted with a knife or (43-44)
gun - 6%; Beaten up by a group or gang - 4% (45-46)

I11. People may react in a number of different ways to the threat of violence or when they have been the victim of a violent incident. For each of the following statements mark whether or not it is true for you. MARK ONE ANSWER FOR EACH STATEMENT ON THE LIST

		True	False	Not Sure
1. Because of the threat of violence in or around my school I sometimes don't want to go to school	(47(	11 -1	87 -2	2 -3
2. Because of past experiences I sometimes don't want to go to school	(48(	14 -1	84 -2	3 -3
3. Worrying about getting hurt in or around school has affected my grades	(49(	5 -1	94 -2	2 -3
4. Because of violence in or around my school, I am less respectful of other students	(50(	23 -1	74 -2	3 -3
5. I do not trust other students	(51(	46 -1	46 -2	8 -3
6. I am not interested in getting a higher education	(52(	7 -1	89 -2	4 -3
7. Sometimes I have trouble sleeping because I am worried about violence	(53(	6 -1	92 -2	2 -3
8. I do not participate in class discussions because I am worried about being physically hurt or singled out . .	(54(	4 -1	94 -2	2 -3
9. When I have been physically hurt by someone else I have not wanted to talk about what happened	(55(	12 -1	79 -2	8 -3
10. When I see violent incidents I do not want to talk about what happened	(56(	12 -1	81 -2	8 -3

I12. Different students have different ideas about what's cool. Please mark you answer for each of these statements.

		Cool	Not Cool	Not Sure
1. Walking away from a fight	(57(	51 -1	30 -2	18 -3
2. Carrying a gun	(58(	7 -1	87 -2	6 -3
3. Showing a gun	(59(	6 -1	89 -2	4 -3
4. Shooting someone	(60(	5 -1	90 -2	4 -3
5. Using drugs	(61(	10 -1	82 -2	8 -3
6. Scaring someone with a gun	(62(	7 -1	89 -2	4 -3
7. Getting good grades	(63(	88 -1	5 -2	8 -3
8. Going out of your way to insult someone	(64(	15 -1	75 -2	9 -3
9. Taking school seriously	(65(	80 -1	9 -2	11 -3

J. STEPS TAKEN TO REDUCE OR PREVENT VIOLENCE IN OR AROUND SCHOOL

J1. Schools have taken a number of different steps to help stop or reduce violence. For each of the following steps please mark how successful it has been in reducing violence in your school.

If your school has not done something on the list mark the first column -- labelled " School doesn't do this"
MARK ONE ANSWER FOR EACH STATEMENT ON THE LIST

		School Doesn't Do This	Very Successful	Somewhat Successful	Not Successful	Not Sure
1. Meetings for your class or the entire school	(66(	39 -1	12 -2	27 -3	6 -4	16 -5
2. Visitors to talk to classes about crime and violence	(67(	28 -1	14 -2	36 -3	12 -4	10 -5
3. A hotline or a confidential number for students to call	(68(	56 -1	5 -2	12 -3	11 -4	15 -5
4. Counselling for students and their families	(69(	24 -1	13 -2	28 -3	10 -4	24 -5
5. Classes on how to talk about problems rather than fight . . .	(70(	55 -1	6 -2	16 -3	9 -4	14 -5
6. Safety or anti-violence programs	(71(	49 -1	8 -2	20 -3	9 -4	14 -5
7. A mentoring program (new)	(72(	54 -1	6 -2	10 -3	7 -4	22 -5
8. A disciplinary code	(73(	10 -1	18 -2	40 -3	21 -4	10 -5
9. A dress code or bans on certain types of clothing	(74(	25 -1	15 -2	26 -3	28 -4	6 -5
10. Monitors in the hallways	(75(	32 -1	14 -2	30 -3	16 -4	7 -5
11. Security guards or police in or around the school	(76(	44 -1	16 -2	24 -3	10 -4	6 -5
12. Hand held metal detectors	(77(	81 -1	4 -2	5 -3	6 -4	5 -5
13. Making students walk through metal detectors	(78(	84 -1	2 -2	4 -3	6 -4	5 -5
14. Random checks of bookbags, backpacks, or lockers	(79(	47 -1	8 -2	22 -3	13 -4	11 -5
15. Suspended or expelled students when they were violent	(80(	5 -1	32 -2	38 -3	17 -4	8 -5

J2. If you had to decide, which of the following do you think would be most effective as a spokesperson to help reduce and prevent student violence. Who you be most likely to listen to and pay attention to? "X" ONE ANSWER ONLY

A famous athlete..	5*(08(	30 -1
A famous TV actor..		17 -2
A famous movie actor..		20 -3
A teacher or principal..		5 -4
A local government official (like the Mayor)..............................		4 -5
A national government official (like the President or the Attorney General)..		8 -6
A police officer..		11 -7
A religious leader..		7 -8
A survivor of violence..		29 -9
A student who has committed acts of violence......................	(09(	21 -0
Someone who has been jailed for committing an act of violence..........		33 -1
A parent whose child has been the victim of an act of violence.........		22 -2
Someone else (WRITE IN YOUR ANSWER BELOW):		
____________________________________....		2 -3
Not sure..		7 -4

K. EDUCATIONAL CAMPAIGNS

K1. Which of these campaigns or slogans have you heard of?

	Have Heard Of	Have Not Heard Of	Not Sure
1. "The More You Know"	(10(62 -1	35 -2	3 -3
2. "Squash It"	(11(9 -1	88 -2	3 -3
3. "Enough is Enough"	(12(64 -1	33 -2	4 -3
4. "Don't Drink and Drive"	(13(97 -1	2 -2	* -3
5. "Stay in School"	(14(97 -1	3 -2	1 -3

F. FACTUALS

F1. Do you live with... "X" ONE ANSWER ONLY

Both your mother and your father	(15(61 -1
Your mother and a stepfather	11 -2
Your father and a stepmother	3 -3
With father only	4 -4
With mother only	14 -5
Your mother some of the time and your father some of the time	1 -6
With other relatives	4 -7
With other adults	2 -8
Not sure	1 -9

F2. On school days, how often do come home when there is no adult at home?

Every day	(16(39 -1
2-4 times a week	21 -2
Once a week	9 -3
Once a month	3 -4
Rarely or never	25 -5
Not sure	3 -6

F3. Are you..

Male	(17(49 -1
Female	51 -2

F4. Are you of hispanic origin or descent (such as Spanish, Mexican or Latin American), or not?

Yes, hispanic	(18(8 -1
Not hispanic	90 -2
Not sure	2 -3

F5. Do you or does anyone in your immediate family speak Spanish at home, or not?

Yes, speak Spanish	(19(13 -1
No, do not	85 -2
Not sure	2 -3

F6. What is your race or ethnic background?

White	(20(79 -1
Black	8 -2
African-American	2 -3
Asian or Pacific Islander	3 -4
Native American or Alaskan Native	* -5
Some other race	6 -6
Not sure	1 -7

F7. What grades do you usually get? "X" ONE ANSWER ONLY

Mostly A's.......................(21(	14	-1
Mostly A's and B's....................	34	-2
Mostly B's............................	10	-3
Mostly B's and C's....................	24	-4
Mostly C's............................	7	-5
Mostly C's and D's....................	7	-6
Mostly D's and F's....................	3	-7
Not sure..............................	1	-8

22-80Z

That completes the interview. Thank you very much for your cooperation.

LOUIS HARRIS AND ASSOCIATES, INC.
630 Fifth Avenue
New York, NY 10111

/ FOR OFFICE USE ONLY:
/
/ Questionnaire No.:______________
/ (1-5)
/______________________________

Study No. 932016P II -- Parents
1*(08-14)

April 26, 1994 **(FINAL)**

Sample Point No. / / / / / / / /
3* 24-25-26-27-28-29-30

Time Started: ________________A.M./P.M.

Interviewer:____ Date:________________

Area Code:________________ Telephone No.:________________________________3*(12-18)
3*(09-11)

INTRO 1*(15(____-1

Hello, I'm ____________________ from Louis Harris and Associates, the national survey research firm in New York. We're conducting a survey among adults to learn about their opinions of the American educational system. We want to speak to the male or female head of household.

SECTIONS:

S. INTRODUCTORY AND SCREENING QUESTIONS
A. EVALUATION OF CHILD'S SCHOOL
B. RESPONSIBILITY FOR PREVENTING AND REDUCING VIOLENCE
C. PARENTS' AND CHILDREN'S WORRIES ABOUT VIOLENCE
D. DEFINITION OF VIOLENCE
E. RELATIONSHIP BETWEEN EXTERNAL ENVIRONMENT AND SCHOOL VIOLENCE
G. COMMUNICATIONS BETWEEN PARENTS, CHILDREN AND TEACHERS
H. PARENTAL INVOLVEMENT
I. CHILDREN'S EXPERIENCES
F. FACTUALS

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S. INTRODUCTORY AND SCREENING QUESTIONS

S1. During your school life did you primarily attend public, parochial, or private school?
SINGLE RECORD

Public.........(16(85 -1
Parochial.......... 9 -2
Private............ 5 -3
Not Sure........... 1 -4

S2. How many children are there in this household who currently attend public school?

None...........(17(69 -1) (SCREEN OUT Q.S2 -- GO TO FACTUALS)

One................ 13 -2) (ASK Q.S2d)

More than one...... 17 -3 }
Not sure........... * -4 } (GO TO Q.S2a)

S2a. How many of your children are currently enrolled in (READ EACH ITEM)?

DO NOT ROTATE	Number	Not Sure
1. Kindergarten through second grade	/ / / (18-19)	(18(____-Y
2. Third to sixth grade	/ / / (20-21)	(20(____-Y
3. Junior high or middle school	/ / / (22-23)	(22(____-Y
4. High school	/ / / (24-25)	(24(____-Y

IF ONE IN Q.S2a ITEMS 2,3, AND 4 ASK Q.S2b -- IF MORE THAN ONE IN Q.S2a ITEMS 2,3, AND 4 SKIP TO Q.S2c -- ALL OTHERS SCREEN OUT Q.S2a -- GO TO FACTUALS

S2b. For this interview, I will ask these questions about the child who is in the third grade or higher.

(SKIP TO Q.S3)

S2c. For this interview, I would like to ask questions about one of your children in the third grade or higher. When answering the questions, I would like you to think about the child who most recently celebrated a birthday who is in at least the third grade.

(ASK Q.S2d)

S2d. What grade is that child currently enrolled in?

Below third grade...............(26(19 -1) (SCREEN OUT Q.S2d -- GO TO FACTUALS)

Third to sixth grade................. 37 -2
Junior high or middle school (7-9)... 24 -3 — (ASK Q.S3)
High School (10-12).................. 20 -4
Not sure............................. * -5

S3. Is that child a boy or a girl?

Boy.........(27(56 -1
Girl........... 44 -2
Not sure....... - -3

A. EVALUATION OF CHILD'S SCHOOL

A1. I am going to read you a list of aspects on which public schools may be judged. For each please tell me whether you would rate your school excellent, good, fair or poor. (READ EACH ITEM)

ROTATE -- START AT "X"		Excellent	Good	Fair	Poor	Not Sure
( )	1. The school's physical facilities (1987)	(28(25 -1	49 -2	19 -3	5 -4	* -5
( )	2. The qualifications and competence of the teachers in your school (1987)	(29(26 -1	50 -2	21 -3	3 -4	* -5
( )	3. The effectiveness of the school board in dealing with school matters (1987)	(30(15 -1	40 -2	33 -3	10 -4	2 -5
( )	4. The amount of support shown for the school by the parents (1987) .	(31(28 -1	42 -2	22 -3	7 -4	1 -5
( )	5. The degree to which most teachers seem to care about their students (1987)	(32(27 -1	45 -2	22 -3	6 -4	* -5
( )	6. The relations between parents and teachers in your school (1987) . .	(33(22 -1	45 -2	25 -3	8 -4	* -5
( )	7. The school's ability to provide a safe and secure place for students when they are in the school building (new)	(34(36 -1	43 -2	15 -3	5 -4	* -5
( )	8. The school's ability to provide a safe and secure place for students when they are on the the school grounds outside the building (new)	(35(25 -1	46 -2	20 -3	9 -4	* -5
READ LAST	9. The overall quality of the education your child receives (1987)	(36(26 -1	51 -2	18 -3	4 -4	* -5

A2. Generally, how well do teachers and students in your school get along with each other -- very well, fairly well, not very well, or not at all well?

Very well.....(37(43 -1
Fairly well....... 52 -2
Not very well..... 4 -3
Not at all well... 1 -4
Not sure.......... * -5

A3. In the past year, has the level of violence at your child's school increased, decreased or stayed about the same?

Increased.........(38(17 -1
Decreased............ 6 -2
Stayed about the same. 65 -3
No violence (vol.).... 10 -4
Not sure............. 1 -5

A4. How often do teachers in your school generally assign homework -- every day, two to three days a week, once a week, less often than that, or never?

Every day....................(39(55 -1
2 to 3 times a week............. 36 -2) (ASK Q.A5)
Once a week..................... 4 -3
Less often than once a week..... 3 -4

Never........................... 1 -5) (SKIP TO Q.B1)
Not sure........................ 1 -6

A5. When teachers assign homework to your child, how often does (s/he) complete it on time and completely -- nearly always, sometimes, hardly ever, or never?

Nearly always.......(40(82 -1
Sometimes............... 14 -2
Hardly ever............. 3 -3
Never................... * -4
Not sure................ * -5

B. RESPONSIBILITY FOR PREVENTING AND REDUCING VIOLENCE

B1. When it comes to preventing, stopping or reducing violence in your school would you say that (READ EACH ITEM) try too hard, the right amount, or not enough?

ROTATE -- START AT "X"		Try Too Hard	Right Amount	Not Enough	Not Sure
( ) 1. Parents	(41(	9 -1	48 -2	41 -3	2 -4
( ) 2. Students	(42(	4 -1	46 -2	48 -3	3 -4
( ) 3. Teachers	(43(	8 -1	64 -2	26 -3	2 -4
( ) 4. School administrators	(44(	10 -1	60 -2	29 -3	2 -4
( ) 5. The local school board	(45(	6 -1	55 -2	35 -3	4 -4
( ) 6. The police	(46(	9 -1	63 -2	24 -3	4 -4
( ) 7. Local community members	(47(	6 -1	55 -2	36 -3	3 -4
( ) 8. Local government officials	(48(	4 -1	46 -2	45 -3	5 -4
( ) 9. The local business community	(49(	2 -1	52 -2	40 -3	6 -4

C. PARENTS' AND CHILDREN'S WORRIES ABOUT VIOLENCE

ASK EVERYONE

C1. To what extent do you worry about your child's safety going to and from school -- are you very worried, somewhat worried, not very worried, or not at all worried?

Very worried........(50(14 -1
Somewhat worried........ 33 -2
Not very worried........ 26 -3
Not at all worried...... 27 -4
Not sure................ * -5

C2. How much do you think your child worries about (her/his) safety going to and from school -- is (s/he) very worried, somewhat worried, not very worried, or not at all worried?

Very worried........(51(5 -1
Somewhat worried........ 21 -2
Not very worried........ 27 -3
Not at all worried...... 46 -4
Not sure................ * -5

C3. To what extent do you worry about your child's safety when they are in school --are you very worried, somewhat worried, not very worried, or not at all worried?

Very worried........(52(7 -1
Somewhat worried........ 29 -2
Not very worried........ 30 -3
Not at all worried...... 33 -4
Not sure................ * -5

C4. How much do you think your child worries about (her/his) safety in school -- is (s/he) very worried, somewhat worried, not very worried, or not at all worried?

Very worried........(53(3 -1
Somewhat worried........ 18 -2
Not very worried........ 31 -3
Not at all worried...... 47 -4
Not sure................ 1 -5

ASK Q.C5 IF "VERY OR SOMEWHAT WORRIED" IN Q.C1 OR Q.C3 -- ALL OTHERS SKIP TO Q.D1

C5. Do you believe that vandalism in or around your child's school contributes to your concerns about safety, or not?

Contributes to concerns..(54(65 -1
No, does not................ 34 -2
Not sure.................... 1 -3

C6. What worries you most about your child's safety ? (PROBE FOR SPECIFICS)

Weapons - 18% Gangs 14% Drugs 11% Violence 8% Kidnapping/abduction 8% (55(

Getting to an from school 7% (56(

(57(

D. DEFINITION OF VIOLENCE

D1. People sometimes have different ideas about what is or is not a violent event. Please tell me for each of the following incidents whether or not you think it is a violent incident? (READ EACH ITEM)

ROTATE -- START AT "X"	Yes, Violent	No, Not Violent	Not Sure
( ) 1. Verbal insults	(58(59 -1	39 -2	2 -3
( ) 2. Threats to students	(59(87 -1	12 -2	2 -3
( ) 3. Threats to teachers	(60(91 -1	9 -2	* -3
( ) 4. Staring at or intimidating students (new)	(61(45 -1	53 -2	2 -3
( ) 5. Pushing, shoving, grabbing, or slapping	(62(91 -1	8 -2	* -3
( ) 6. Kicking, biting, or hitting someone with a fist . .	(63(97 -1	3 -2	* -3
( ) 7. Threatening someone with a knife or gun	(64(99 -1	1 -2	* -3
( ) 8. Using knives or firing guns	(65(98 -1	2 -2	* -3
( ) 9. Stealing	(66(72 -1	27 -2	1 -3

E. RELATIONSHIP BETWEEN EXTERNAL ENVIRONMENT AND SCHOOL VIOLENCE

ASK EVERYONE
E1. I would like to read you some statements about violence in public schools. Please tell me for each one whether you think it is a true or false statement about your school. (READ EACH ITEM)

ROTATE -- START AT "X"		True	False	Not Sure
( ) 1. Vandalism takes valuable resources, such as staffing and school financing, away from violence prevention .	(67(	70 -1	28 -2	2 -3
( ) 2. School violence has increased because students do not receive proper supervision at home	(68(	75 -1	24 -2	1 -3
( ) 3. Overcrowded classrooms and staff shortages contribute to violence in schools	(69(	57 -1	42 -2	1 -3
( ) 4. Teachers cannot effectively teach their students because of the threat of violence	(70(	48 -1	51 -2	1 -3
( ) 5. The portrayal of violence in the mass media contributes to violence in schools	(71(	71 -1	27 -2	2 -3
( ) 6. The use of drugs and alcohol are major factors contributing to school violence	(72(	73 -1	26 -2	* -3
( ) 7. Violence in the neighborhood around a school often leads to violence within the school	(73(	69 -1	30 -2	1 -3

E2. When students break the rules in your school do the teachers and school staff act as if this is a very serious problem, a somewhat serious problem, or a not very serious problem?

Very serious......(74(42 -1
Somewhat serious...... 46 -2
Not very serious...... 9 -3
Not sure............. 3 -4

G. COMMUNICATIONS BETWEEN PARENTS, CHILDREN, AND TEACHERS

ASK EVERYONE
G1. How often do you think your child tells you about the problems or disagreements (s/he) has with other students -- nearly always, sometimes, hardly ever, or never?

Nearly always.......(75(52 -1
Sometimes............... 34 -2
Hardly ever............. 10 -3
Never................... 3 -4
Not sure................ * -5

ASK EVERYONE
G2. How often do you think your child tells (her/his) teacher about the problems or disagreements (s/he) has with other students -- nearly always, sometimes, hardly ever, or never?

Nearly always.......(76(20 -1
Sometimes............... 41 -2
Hardly ever............. 28 -3
Never................... 10 -4
Not sure................ 1 -5

[1987 parents survey]

ASK EVERYONE

G3. How often do you (READ EACH ITEM) -- never, once a year, 2 or 3 times a year, or more than 3 times a year?

ROTATE -- START AT "X"		Never	Once A Year	2 Or 3 Times A Year	More Than 3 Times A Year	Not Sure
( ) 1. Attend a play, sports event, or concert at the school (1987) . . .	(77(	11 -1	9 -2	26 -3	54 -4	- -5
( ) 2. Meet in person with a teacher or school official one-on-one (1987) .	(78(	6 -1	16 -2	43 -3	35 -4	* -5
( ) 3. Talk on the telephone with a teacher or a school official (1987)	(79(	20 -1	15 -2	31 -3	35 -4	- -5
( ) 4. Exchange written notes with a teacher or school official about some problem your child is having (1987)	(80(	28 -1	19 -2	25 -3	27 -4	* -5
( ) 5. Attend meetings of a parents' groups such as the PTA (1987)	2*(08(	29 -1	16 -2	28 -3	27 -4	* -5
( ) 6. Go in to school to hear about and discuss school issues and see the school environment (1987)	(09(	10 -1	19 -2	35 -3	36 -4	- -5
( ) 7. Visit the school to observe classes, speak to a class, or help a teacher with their work (new) . .	(10(	45 -1	16 -2	20 -3	19 -4	- -5

G4. Have you ever felt awkward or reluctant about approaching a teacher to talk with them about your child?

Yes, have felt awkward.....(11(17 -1
No, have not.................. 83 -2
Not sure...................... * -3

H. PARENTAL INVOLVEMENT

H1. Let me ask you about some criticisms that are sometimes made of parents. How many parents do you think (READ EACH ITEM) -- most, many, some, or only a few?

ROTATE -- START AT "X"		Most	Many	Some	Only A Few	Not Sure
( ) 1. Take too little interest in their children's education	(12(	16 -1	31 -2	32 -3	21 -4	* -5
( ) 2. Leave their children alone too much on their own after school	(13(	20 -1	36 -2	28 -3	14 -4	1 -5
( ) 3. Fail to motivate their children so that they want to learn in school	(14(	17 -1	30 -2	35 -3	18 -4	1 -5
( ) 4. Fail to discipline their children . . .	(15(	21 -1	34 -2	30 -3	14 -4	1 -5
( ) 5. Fail to show respect for teachers . . .	(16(	11 -1	22 -2	36 -3	30 -4	1 -5

I. CHILDREN'S EXPERIENCES

I1. Has your child ever taken deliberate steps to avoid being the victim of a violent incident in or around school, or not?

Yes, has taken deliberate steps...(17(44 -1) (ASK Q.I2)

No, has not.......................... 54 -2 } (SKIP TO Q.I3)
Not sure............................. 3 -3 }

I2. What types of things does/did (s/he) do? DO NOT READ LIST -- MULTIPLE RECORD IF NECESSARY

Doesn't wear certain colors.......................................(18(* -1
Doesn't wear particular types of clothing
(such as designer tennis shoes or leather jackets).................. 1 -2
Avoids particular streets/neighborhoods going to or from school....... 14 -3
Avoids certain areas in the school building (such as staircases
or bathrooms)... 12 -4
Doesn't talk or spend time with (other/certain) students.............. 25 -5
Doesn't look around when walking in the halls in school............... 4 -6
Doesn't look around when walking in the neighborhood.................. 2 -7
Talks to teachers, counselors, administrators or other school staff... 22 -8
Not sure..____-9
Other (SPECIFY):
Walks away from confrontations - 15%
Parents drive child to school - 2%; Stay home - 2% (20-22)...(19(____-0

ASK EVERYONE
I3. Has your child ever been the victim of a violent incident that occurred in or around school, or not?

Has been a victim..(23(21 -1) (ASK Q.I4)

No, has not............ 78 -2 } (SKIP TO Q.I8)
Not sure............... * -3 }

I4. Was (s/he) physically hurt during that incident, or not? IF MORE THAN ONE ASK ABOUT MOST SERIOUS INCIDENT

Yes, physically hurt...(24(48 -1) (ASK Q.I5)

No, not hurt.............. 51 -2 } (SKIP TO Q.I6)
Not sure.................. 1 -3 }

I5. Did your child require medical attention as a result of that incident, or not?

Yes, required medical attention...(25(20 -1
No, did not........................... 80 -2
Not sure.............................. - -3

I6. Did your child require counselling or therapy as a result of that incident, or not?

Yes, required counselling or therapy.....(26(19 -1
No, did not.................................. 80 -2
Not sure..................................... 1 -3

I7. Children may react in a number of different ways when they have been the victim of a violent incident. Following this incident with your child (READ EACH ITEM), or not?

Base - 219

ROTATE -- START AT "X"		Yes	No	Not Sure
( ) 1. Was (s/he) less eager to go to school	(27(	47 -1	51 -2	2 -3
( ) 2. Did (her/his) academic performance decline	(28(	32 -1	67 -2	1 -3
( ) 3. Was (s/he) less cordial or respectful with other students	(29(	33 -1	62 -2	5 -3
( ) 4. Was (s/he) more inclined to mistrust other students .	(30(	54 -1	43 -2	3 -3
( ) 5. Was (s/he) less interested in pursuing (her/his) education	(31(	26 -1	73 -2	1 -3
( ) 6. Did (s/he) have trouble sleeping	(32(	22 -1	78 -2	1 -3
( ) 7. Did (s/he) suffer from low self esteem	(33(	36 -1	63 -2	2 -3
( ) 8. Was (s/he) hesitant to talk about what had happened .	(34(	31 -1	68 -2	1 -3

ASK EVERYONE

I8. Do you think your child has ever carried a weapon to school, or not?

Has carried a weapon...(35(3 -1 } (ASK Q.I9)

Has not carried a weapon .. 96 -3 } (SKIP TO Q.F1)
Not sure.................. 1 -4 }

I9. Do you think it was necessary for your child to carry that weapon to school, or not?

Base - 31

Was Necessary.(36(16 -1
Was not .... 84 -2
Not sure.......... ____ -3

F. FACTUALS

Now I just have a few factual questions to help classify your answers.

F1. What is the last year of school you yourself completed? (PROBE: IF RESPONDENT SAYS JUST "HIGH SCHOOL": What was the highest grade you completed? IF 12TH GRADE, CODE "GRADUATE". IF 11TH GRADE OR LESS, CODE "LESS THAN".)

Less than high school (grades 1-11, grade 12 but no diploma).........(37(14 -1
High school graduate or equivalent (e.g. GED).......................... 42 -2
Some college but no degree (incl. 2 yr. occupational or vocational programs)... 28 -3
College graduate (e.g. BA, AB, BS)..................................... 11 -4
Postgraduate (e.g. MA, MS, MEng, Med, MSW, MBA, MD, DDS, DVM, LLB, JD, PhD, EdD).. 6 -5
Not sure/refused.. - -6

F2. Are you presently married, divorced, separated, widowed, or never married?

Married........(38(77 -1
Divorced........... 10 -2
Separated.......... 5 -3
Widowed............ 2 -4
Never Married...... 6 -5
Not Sure........... * -6

F3. How old are you?

18-34	27%
35-39	23%
40-49	40%
50+	9%
Median - 39	

/ · / /
(39-40)

Not sure...(39(____-Y

F4. Which of the following categories best describes your total 1993 household income? Was it (READ LIST)?

$7,500 or less..........(41(_6_-1
$7,501 to $15,000..........._8_-2
$15,001 to $25,000.........._17_-3
$25,001 to $35,000.........._17_-4
$35,001 to $50,000.........._21_-5
$50,001 to $75,000.........._17_-6
$75,001 to $100,000........._6_-7
$100,001 or over............_4_-8
Not sure...................._5_-9

INTERVIEWER: TOTAL HOUSEHOLD INCOME BEFORE TAXES FROM ALL SOURCES -- IF UNSURE OF 1993 INCOME, PROBE FOR ESTIMATE

F5. Are you of hispanic origin or descent or not?

Yes, of Hispanic origin.......(42(_10_-1
No, not of Hispanic origin........_89_-2
Not sure.........................._1_-3

F7. Do you consider yourself to be white, black or African American, Asian, Native American, or of some other race?

White..............................(43(_75_-1
Black.................................._11_-2
African-American......................._7_-3
Asian or Pacific Islander.............._1_-4
Native Indian or Alaskan native........_1_-5
Some other race........................_4_-6
Not sure..............................._1_-7

That completes the interview. Thank you very much for your cooperation.

TIME ENDED:____________AM/PM

FROM OBSERVATION: Respondent Gender

Male..........(44(____-1
Female...........____-2

45-80Z

For More Information

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